



Australian  
National  
University

A

RECOGNISING EXCELLENCE  
**2015 Vice-Chancellor's Awards  
for Excellence in Education**

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Centre for  
Higher Education,  
Learning and Teaching





33 inspiring individuals & teams

excellence

drive

talent

commitment

dedication

# Recognising Excellence

The Australian National University, as a place of learning, is committed to encouraging and rewarding excellence in teaching. This commitment is demonstrated through the Vice-Chancellor's Awards for Excellence in Education and the support of teachers and programs towards national recognition at the Australian Awards for University Teaching.

This program of work is supported by the Promoting Excellence team who unearth new talent, recognise quiet achievers, reward proven performers and promote outstanding programs.



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# VICE-CHANCELLOR'S CONGRATULATIONS

**The Vice-Chancellor's Awards for Excellence in Education are an opportunity for us to celebrate the exceptional teachers and educational innovators who contribute to the advancement of teaching at ANU.**

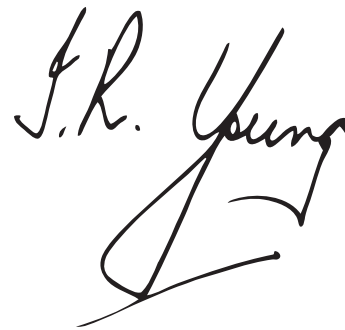
As a research-intensive university our achievements are often focused on researchers and research outcomes. However, we are also a unique and outstanding provider of higher education. Underpinning this excellence is an academic community that is committed and passionate about teaching.

These Awards give recognition to both academic and professional staff for teaching, supervision and tutoring excellence and for their contribution to student learning.

This book is filled with the stories of award recipients and candidates and gives us insights into the distinctive ANU educational experience.

Both recipients and candidates alike are described by their students and colleagues as passionate, brave, respectful, innovative and deeply committed. While they all bring their own unique styles to educating, a common theme that appears in their stories is taking a student-centred approach to education. Their flexibility and willingness to adapt to individual needs, feedback and a changing educational environment typifies their commitment to educational excellence.

On behalf of the entire ANU community I would like to thank and congratulate all 2015 Vice-Chancellor's Awards for Excellence in Education candidates and recipients.



**Professor Ian Young AO**  
Vice-Chancellor and President  
The Australian National University

# CANDIDATES FOR THE Award for Teaching Excellence

<b>Associate Professor Katrina Anderson</b>	ANU Medical School, Canberra Hospital ANU College of Medicine, Biology & Environment
<b>Dr Joe Hope</b>	Research School of Physics & Engineering ANU College of Physical & Mathematical Sciences
<b>Dr Vinh Lu</b>	Research School of Management ANU College of Business & Economics
<b>Dr Catherine Frieman</b>	School of Archaeology & Anthropology ANU College of Arts & Social Sciences
<b>Dr Long Chu</b>	Crawford School of Public Policy ANU College of Asia & the Pacific
<b>Dr Creina Day</b>	Crawford School of Public Policy ANU College of Asia & the Pacific
<b>Dr Tracy Beck Fenwick</b>	School of Politics & International Relations ANU College of Arts & Social Sciences
<b>Dr Andy Kennedy</b>	Crawford School of Public Policy ANU College of Asia & the Pacific
<b>Dr Adrian Lowe</b>	Research School of Engineering ANU College of Engineering & Computer Science
<b>Ms Anne Macduff</b>	ANU College of Law
<b>Professor Martin Richardson</b>	Research School of Economics ANU College of Business & Economics
<b>Dr Heather Roberts</b>	ANU College of Law
<b>Dr Zahra Taheri</b>	Centre for Arab & Islamic Studies ANU College of Arts & Social Sciences
<b>Dr Emmeline Taylor</b>	School of Sociology ANU College of Arts & Social Sciences
<b>Dr Joanne Wallis</b>	School of International, Political & Strategic Studies ANU College of Asia & the Pacific
<b>Dr Uwe Zimmer</b>	Research School of Computer Science ANU College of Engineering & Computer Science



# RECIPIENT

## Award for Teaching Excellence



### Associate Professor Katrina Anderson

ANU Medical School, Academic Unit of General Practice, Canberra Hospital  
ANU College of Medicine, Biology & Environment

#### Synopsis

Katrina Anderson has been involved in teaching since she was a student herself. She is an experienced General Practitioner (GP) and has extensive experience across the continuum of doctor training from student to specialty training in General Practice. Her focus is on training doctors to be patient-centred and compassionate, regardless of the specialty they choose.

Katrina is a national leader in the area of the vertical integration of teaching and clinical supervisor training, both of which are crucial for student learning in the clinical years. She teaches across the ANU Medical School (ANUMS) curriculum, specifically in first and third year, and continues to extend the spiral curriculum into junior doctor training. Her vertically integrated curriculum focuses

specifically on communication skills, self-care and reflective practice – lifelong skills that are applicable to all students and doctors. Her teaching expertise is evidenced in the innovative delivery of a wide variety of teaching activities that span a student’s medical learning journey, and she continues to support them in that journey to specialty qualification and beyond.

#### Katrina’s approach to teaching and supporting student learning

As an academic GP, I am committed to the education of medical students and doctors who are patient-centred, competent and compassionate. My work is underpinned by a deep belief that students who are reflective, adaptive and engaged are likely to become reflective doctors who can sustain their enthusiasm and commitment to work. The “hidden curriculum” in medicine often leads students to focus only on science while not affirming crucial qualities of being a doctor such as compassion and empathy. Self-care and self-reflective practices on the part of the student/doctor are crucial to good patient care. Enhancing communication skills and encouraging reflection on personal interactions enables students to have better relationships with their patients. My philosophy has been that one of the key ways to teach patient-centredness is to model learner centredness with students.

The journey of medical student to junior doctor to specialist involves lifelong learning. ANUMS is unique in that most of our graduates train at the Canberra Hospital. This means that the vertical integration of medical student and postgraduate training is possible in that it continues on into internship and beyond into specialty training. This structure has enabled me to build, develop and reinforce a patient-centred approach and self-care principles over a longitudinal curriculum, areas that I believe students often lose sight of as they progress through training. Students become doctors who ultimately become “healers” in the world of medical practice. In order for them to treat patients holistically, their education must engage them holistically.

My skills as an educator lie in my flexible and interactive approach. I strongly believe that an educator should be an enthusiastic model of the skills they are advocating. This is very important in medical education, where professional behaviour and attitudes are as important as skills and knowledge. Learning is most effective if it relates to life experience, therefore I try to ensure the educational experience involves the whole person; their intellectual, emotional, social, and spiritual dimensions.

**“She deeply engages people through highly-developed interpersonal communication skills be they learners or colleagues, and interacts with them in ways that leave them feeling valued and respected. ...I consider Associate Professor Anderson to be among the most inspirational medical educators and leaders of medical education I have had the joy to work with.”**

Professor Nicholas Glasgow,  
Dean, ANU Medical School

# RECIPIENT

## Award for Teaching Excellence



### Dr Joe Hope

Research School of Physics & Engineering  
ANU College of Physical & Mathematical Sciences

#### Synopsis

Joe Hope has taught over a dozen courses in physics spanning from introductory first year courses to specialised, research-aligned courses for advanced undergraduate and masters students. He aims to infuse the entire learning experience with authentic, real-world applications, often drawn from his current research. He feels that using skills in realistic contexts is essential for stimulating passion and interest in the subject, and enabling applications beyond the classroom.

Joe's teaching style is based on opening a genuine dialogue with and between students, which promotes active learning in class. He has a history of innovating in education, having trialled a peer-led drop-in tutorial room, and coordinated the integration of computational skills into the undergraduate physics program. Most recently, he adopted blended learning techniques to 'flip' his classroom, replacing all of his lectures with hand-developed online materials, allowing

all class time to be spent on student activities and small-group and individual instruction.

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

Why assemble students and teachers in the same room at the same time if the majority of the time is not going to be used in dialogue? I walked into the student room months after my third year theoretical physics course ended in 2013, and told the students there that I was thinking about not giving lectures in that course again. Six months later I debuted a version of the course where lectures had been replaced by online materials, and those three hours of face-to-face time had been replaced by a single three-hour workshop each week. The student response was overwhelmingly positive and performance appeared to have improved.

One of my key redesign goals was to provide students with a framework in which their time was being used the most efficiently. It felt important to create a safe space to consider the course material, not just when they first encounter it, but in authentic contexts, and in combination with other ideas, in a creative mindframe. In short, I wanted to support an activity that we might recognise as "play". My goal was to design a course with time for these activities, and an environment where students feel engaged without feeling pressured.

Where was this time to come from? The answer to this question came from the fact that even active lectures with directed questions, small group discussions, debates, in-class exercises and problems, end up using time quite inefficiently. Any time spent in exposition can clearly be replaced with an excellent text or online resource, which a student can approach in a self-paced fashion. Exercises and questions in class are always constrained to take a specific amount of time, which is necessarily either too short or too long for the majority of class members. Self-paced questions every few minutes in an online resource provide a strong active element with immediate individualised feedback on each step.

Often, early questions can be anticipated and addressed in an environment where students can ponder new ideas free of time or social pressure. In the workshops that I have run after using this model, the questions that students ask are typically more carefully considered and valuable.

The investment in time required to develop the online materials for Theoretical Physics PHYS3001 has been repaid with the opportunity to have greater face-to-face time with students. The three-hour workshops allow me and the tutors to spend maximum time in a genuine dialogue with the students.

**“PHYS3001 was an excellent course, and in fact the best university course I have ever taken at Trinity or at ANU. Not only was the material very interesting, but the manner in which the course was taught, through condensed videos and weekly workshops, really made the learning experience efficient.”**

Exchange student

# RECIPIENT

## Award for Teaching Excellence



### Dr Vinh Lu

Research School of Management  
ANU College of Business &  
Economics

#### Synopsis

Dr Vinh Lu is a Senior Lecturer who is known for having a fun, energetic, and approachable personality. He is a dedicated teacher with a genuine interest in the academic, personal and professional growth of his students. Championing the benefits of sustained university-industry linkages, he implements a learner-centred approach in which students are productive co-creators of meaningful and applied knowledge.

Guided by landmark theoretical frameworks in experiential learning, Vinh has developed innovative teaching practices that foster an authentic, engaging and impactful learning environment.

Not only has Vinh inspired students at all levels, through a range of marketing and international business courses and numerous service contributions, he has conducted research and published in the areas of experiential learning and student career decisions.

His award-winning International Business Plan Competition has become a model for

other colleagues and been adopted by an external organisation. Vinh's commitment to the pursuit of excellence in learning and teaching has attracted multiple grants, honours, and support from the students, ANU, the ACT Government, the Australian Marketing Institute, the Australian and New Zealand Marketing Academy, and the Office for Learning and Teaching.

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

Since 2011, my award-winning ANU International Business Plan Competition (<http://ibcompetition.com>) has offered students in the College of Business and Economics the opportunity to experience on-the-job training by working with industry executives. The competition incorporates the key elements of the design framework for authentic learning environments and has been supported by the ACT Exporters' Network, the ACT Government and the local business community.

Students participating in the competition work in teams as junior consultants and compete against each other to develop the best international business plan for a designated business client from a range of industries, such as education and training, food and beverages, information technology, communications, automotive, sports and health science. In addition to the grand prize for the best overall team, students also compete for client-level rewards. The winning teams for each client are recognised with certificates of excellence from the ANU Research School of Management, a client-sponsored dinner and potential internship opportunities.

To date, more than 500 ANU students and 26 companies in the ACT and NSW have taken advantage of this experiential learning exercise. Research has shown my ANU International Business Plan Competition facilitates a marked increase in student skills, such as teamwork, research skills, efficacy belief, career preparedness, knowledge mobilisation, time management, a sense of ownership, accountability, and understanding of personal limitations. Students appreciate how the competition has instilled a great

sense of self-confidence and pride, especially in interacting with and pitching their ideas to business professionals. These positive learning outcomes corroborate the scholarly view that cooperation with intergroup competition fosters higher achievement and hence better learning.

**“The learning outcomes of the competition go far beyond the scope of what can be identified within the report, as it has provided each individual of our team with the invaluable knowledge and experience of professional engagement in a real world environment... an eye-opening insight that we will draw upon when entering into our own professional careers.”**

Student



# RECIPIENT

## Award for Teaching Excellence



### Dr Catherine Frieman

School of Archaeology & Anthropology  
ANU College of Arts & Social Sciences

#### Synopsis

Catherine Frieman is a lecturer in European Archaeology within the School of Archaeology and Anthropology (SAA) where she currently serves as undergraduate convenor for archaeology, convenor of the honours program in archaeology and is also the founder and co-chair of the SAA education committee. Since arriving at ANU in 2012, she has designed and taught undergraduate courses ranging from introductory topics to advanced theory seminars. Her courses are characterised by innovative teaching models designed to foster discussion and engagement. She has developed new forms of assessment to promote reflective thinking and real-world problem-solving on the part of her students. She has also introduced team and collaborative teaching to the archaeology program in the SAA and is spearheading a push to introduce formal peer-reviews of teaching in the SAA and ANU College of Arts & Social Sciences.

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

My approach to teaching is based on the idea that most learning happens in the dialogue between and among students, their classmates and their lecturer. My role in the classroom is to support my students as they question received wisdom, reflect on new information, assimilate it alongside material they already know and begin to apply what they are learning to new and unexpected situations. This style of teaching gives students the academic skills they need to mature into researchers, but also allows them space to develop critical thinking and analytical skills which will serve them well in any career.

I put these teaching principles into practice through my inclusive classroom style centred on engaged learning and the critical evaluation of archaeological data and academic texts. My style of teaching rejects the lecture-seminar breakdown which still dominates my field, in order to foreground discussion and debate forcing students out of their comfort zone and into more active learning spaces. Through these interactive 'lectorials' students in my classes can immediately begin to process and consolidate the new ideas presented in the lecture in active ways that engage them in the learning process.

My students study not just key texts, but new findings as well. I foreground ongoing and new research in every topic I teach since a single new archaeological find or type of analysis can utterly change our understanding of a technology, period or people's way of life.

My best days as an educator are the ones where I can see my own passion for archaeology and the past reflected back to me by my students. I am constantly impressed by my students' willingness to push past their comfort zones, engage with complex and sometimes confrontational readings and learn about topics they had never previously encountered. This willingness on the part of my students encourages me to spend more time reflecting on my own teaching practice and on wider issues of teaching and learning within my discipline and school.

Particularly in these days of increasing university fees, shrinking job markets and political disdain for the humanities, I use my own passion for my discipline and research to encourage my students not just to learn more about the past, but to recognise the relevance of archaeological data and ideas to the contemporary world. The past has always served the present, and, under my tutelage, students learn how to engage with it in order to reflect more broadly on how people, technology and the environment interact.

**“She is deeply committed to engaging student curiosity and facilitating the development of critical thinking and reflection. She is also someone who desires to facilitate students' emotional engagement with research and aims to engender in students a sense of fulfilment and pleasure in the process of research, reflection and debate.”**

Professor Laurajane Smith,  
School of Archaeology & Anthropology

# CANDIDATE

## Award for Teaching Excellence



### Dr Long Chu

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

#### Synopsis

(Hoang) Long Chu is passionately committed to teaching postgraduate students quantitative and modeling techniques for policy analysis. He has taught in the Crawford School of Public Policy since 2010, and has a special interest in exploring sustainable solutions to the so-called quality-satisfaction antithesis in education using thoughtful teaching techniques and learning technologies to boost student curiosity for learning models that shape public policies. He develops research-led curricula, resources and assessment where online learning technologies for delivery and analysis of student learning combine with classroom teaching to drive genuine engagement and mastery for large and diverse groups of students.

One of his prime focuses is to understand how students learn and why they don't and to use that understanding and real-world policy applications to design courses that inspire and enable students to explore and think deeply while developing expert policy skills.

#### Long's approach to teaching and

#### supporting student learning

Inspiring and enabling current and future policymakers and analysts to achieve mastery of demanding quantitative and modelling techniques are at the heart of my teaching philosophy. The courses I teach always have medium or large groups of postgraduate policy-oriented students mixing with early and mid-career specialists from different cultures and backgrounds. I inspire students with policy applications so that they are curious to explore. In addition, fascinated by the commitment and passion of online gamers, I design pro-learning online assessments that help students work independently and steadily throughout the semester.

Research-led applications which bring real-world policy modelling and prize-winning research into the classroom are the key tools I choose to boost student's curiosity and willingness to learn. Many exercises I have designed for teaching and assessment were taken from research, including mine in policy modelling. Students can even try our cutting-edge model for water allocation, which won the coveted national Eureka prize. Many have gained confidence through realising that a ground-breaking model which is guiding real policy is not difficult for them to understand. When they realise that important policies could have been derived from the models discussed in the courses, students often feel proud to learn.

Pro-learning assessment is important to foster deep learning and engagement. In my view, effective assessment should not only be just and fair, but also encourage knowledge-sharing and discourage free-riding. It should be unambiguous and specific, but focus on analytical thinking rather than manual skills. Assessment should ideally reflect consistency in study effort and the ability to learn from errors, rather than one-off efforts. Bearing that in mind, I have combined classroom teaching practices and online assessments which I designed not only as test tools, but also as a facility for learning, to help students work independently through each step of the learning game. This also encourages

discussion and learning from errors. Diagnostic data and feedback shows that students enjoy and learn more effectively with this kind of assessment. Boosting the learning interest in real-life modelling for contemporary policy issues and taking great care of students through patience, persistence and preparation are my keys to achieving student satisfaction while keeping them working consistently hard at a high level.

**“Long has a true gift for making technical material fascinating and essential to students who need it badly but fear it greatly.”**

Professor Tom Kompas,  
Director, Crawford School of Public Policy

**“Long is an enormous asset to the teaching community and the future of teaching at this university, both in the work he does and the example that work sets for others.”**

Ms Alison Cumming Thom,  
Director of Teaching and Learning,  
Crawford School of Public Policy

# CANDIDATE

## Award for Teaching Excellence



### Dr Creina Day

Arndt-Corden Department of Economics,  
Crawford School of Public Policy  
ANU College of Asia & the Pacific

#### Synopsis

Creina Day was inspired to become a teacher through a desire to help people appreciate the elegance and relevance of economics. She lectures 200 students in Graduate Diploma Macroeconomic Analysis and Policy and Masters Open Economy Macroeconomics, Finance and Development in the Crawford School of Public Policy and has been nominated for teaching excellence on several occasions for her outstanding responsiveness to student needs, distinctive approach to education, innovative online materials and unique, research-led curricula. She helps students master challenging macroeconomic concepts through the use of real-world examples, and her teaching is hallmarked by infectious enthusiasm and an extraordinary degree of dedication to her students.

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

As a lecturer of postgraduate economics, my teaching philosophy is to help each student reach their full potential, enjoy their learning experience and gain confidence in relating what they learn to the real world. I make the courses interesting and relevant to students by applying technical material to current policy.

Masters Open Economy Macroeconomics, Finance and Development (IDEC8008) attracted a record 145 enrolments in 2014. For this same course, 94% of respondents to the Student Evaluation of Learning and Teaching (SELT) evaluations stated they were satisfied with the quality of lecturing. Similarly, 96% of respondents were satisfied in Macroeconomic Analysis and Policy (IDEC8002), a graduate diploma class of 51 students.

What makes my courses unique and stimulating is that I introduce students to macroeconomics using real world examples, while taking care to demonstrate to them how each model relates to the other. I carefully design and produce beautifully typeset slides. There is a huge payoff to student learning from producing high quality, well organised and user friendly lecture materials.

My feedback to improve student learning is timely, user friendly and ongoing. My problem sets require students to work independently and discuss in tutorial groups. I follow this up by asking students how they found the problem sets in lectures and I go through anything they are unsure about. As a result, students get weekly feedback on their progress.

Approachability is one of my hallmarks as an excellent teacher. I encourage student questions and participation. My capacity to empathise with and respond to students' needs and interests has been consistently rated as outstanding. The scale of this commitment to around 200 postgraduate students in required core courses highlights my dedication to teaching, and the student experience.

**“Everything was amazing. From the lectures to teaching materials to assessable material, all perfect. The best lecturer I have ever had. A lot of lecturers should learn from Creina. I do not recall having enjoyed so much and feeling so motivated to learn and study as with Creina's course.”**

Student

**“To achieve 4.8 for a SELT score for any course is extraordinary. To achieve it for a fairly large course, which is both quite technical and compulsory, should be impossible. Yet Creina achieved it.”**

Colleague



# CANDIDATE

## Award for Teaching Excellence



### Dr Tracy Beck Fenwick

School of Politics & International Relations

ANU College of Arts & Social Sciences

#### Synopsis

As a Comparative Political Scientist who joined ANU in 2013, Tracy Beck Fenwick is committed to linking her research expertise and experience with her core teaching in Politics in Latin America and Comparative Federalism in the School of Politics and International Relations. Her teaching is based on comparative case study methods and focuses on making the remote (Latin America — the Developing World) more relevant to the local (Australia- OECD number one Ranked Country for Quality of Life), and vice versa. Tracy is also the Director of the Australian Centre for Federalism and Senior Associate in the Australian National Centre for Latin American Studies.

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

The fundamental aim of my teaching is to get my students thinking from a comparative perspective and to see

research as a puzzle. Before we can begin to understand what determines the differences and similarities across countries and within regions, we must first be able to identify them. Being able to compare is not a normative evaluation, it requires both critical thinking and analytical ability, and maturity, allowing us to highlight the 'why' question? What explains 'why' a country has high levels of infant mortality while a neighbouring one may not, or, why territorial and regional inequality is so prevalent in Latin America?

My course on 'Politics and Development in Latin America' departs each year with questions like: What has enabled democracy and development to be so successful in Australia, while in Argentina for example, the path has been so tumultuous? What is considered 'successful' development and for whom? How do we measure it? Most importantly, why do we care about Latin America? Why do 'I' or 'you' care about Latin America? These are some of the core questions I build upon to stimulate student curiosity in my class and what drives my passion for teaching. I want to break down the barriers to learning about and understanding the democratic and development challenges facing another region, barriers that are often built upon misperceptions of time and distance, experience and history.

As a comparative political scientist, I also teach through the use of a 'case study' approach in all of my courses. Cases are fundamental to enabling students to apply theories to real life examples. Case studies are also crucial to learning the skills of identifying variables and tracing causality among cases. The case study approach to my teaching is probably the most singled out aspect in my course evaluations.

**“I enjoyed this course and your teaching! It’s really broadened my horizon and showed me a whole new, exciting side to development that I wasn’t familiar with before. Thanks to your thorough approach and passion for the area, I now have a much more nuanced picture of development and I can now question things I simply took for granted before... such as the merits of ISI as a good development model.”**

Student

# CANDIDATE

## Award for Teaching Excellence



### Dr Andy Kennedy

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

#### Synopsis

Andrew Kennedy teaches international politics at the Crawford School of Public Policy. His passion lies in empowering his students to think like leaders: to grapple with the big picture, to think across disciplinary boundaries, and to tap into their own creativity. He has taught several courses toward this end, including Government, Markets, and Global Change; China and the World; and International Policymaking in the Shadow of the Future. The last of these blends the study of international relations with the techniques of scenario development and represents a unique contribution to public policy education.

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

Most public policy courses teach students the analytical skills and disciplinary knowledge they need to make and assess policy. My teaching, while offering such essential skills and knowledge, strives to offer more. I teach my students to be creative thinkers. I train them to work in interdisciplinary contexts. I invite them to grapple with the big picture. In

short, I ask them to think like leaders. I believe in cultivating unusual talents and ambitions in my students because the policy problems that preoccupy me demand it. I teach international politics, focusing on Asia, and I specialise in the rise of China and India. The rise of the world's two largest countries presents unprecedented challenges and opportunities for the world. I want my students to confront these with an ability to challenge the conventional wisdom and to imagine how the future can be different from the past.

Teaching in this way requires innovation. Courses that introduce students to international relations are typically taught looking backward, as students learn how different theories try to make sense of history. My International Policymaking course, in contrast, looks forward: students draw on concepts from international relations to develop scenarios of the future, which they present in a final essay. The forward-looking nature of the class transforms an academic subject into an enterprise that is not only policy relevant but also intensely creative.

Above all, I strive to understand the needs and interests of each individual student. I allow students to pursue their own projects, and I give them feedback on assessment tasks that build on each other over the course of the semester.

As a result, students truly own their projects – the scenarios they create are their visions of the future, and the policy prescriptions they develop reflect their own personal ideas. While we often grapple with challenges that admit no perfect solution, making choices in such cases is the inescapable demand of leadership.

**“Andy’s unending willingness to consult on my own work has been invaluable and deeply encouraging... He is a significant asset to the University.”**

Student

**“Andy’s pioneering teaching has enabled us to branch out in new directions, underscoring Crawford’s place as the premier public policy school in Australia and the region.”**

Professor Tom Kompas,  
Director, Crawford School of Public Policy

# CANDIDATE

## Award for Teaching Excellence



### Dr Adrian Lowe

ANU College of Engineering & Computer Science

#### Synopsis

Adrian Lowe has been responsible for educating large cohorts of students in their first semester of university for over 15 years. This has given him a significant appreciation of how stressful and variable the transition from school to university can be.

His passion is in developing learning methodologies and teaching approaches that allow students to pass through this transition both positively and effectively. He shows students at a very early stage how to self-assess and to find which learning path is best for them in terms of where they currently are, and where they ultimately wish to be, and provides a number of tools and information to facilitate this.

He measures his success by seeing nervous young students develop into confident, capable adults who know how to think and hypothesise at the top professional levels in their field, whilst having the self-belief that comes with a good work-life balance. He is one of a small number of educators at ANU who has both a Masters of Higher Education from ANU

and a Senior Fellowship with the Higher Education Academy.

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

My educational mantra revolves around one word – engagement. Engagement in the sense of students gaining a positive and memorable experience from the class and course activities. If the students in the class leave the room with some form of mental 'bookmark' caused by class activities, then I feel I have succeeded.

This idea of engagement, though, is rather complicated in first year courses as the majority of students are trying to adjust from school to university life and the need to engage in classwork tends to be placed lower down their list of priorities. The idea of classroom engagement in the most holistic sense is only possible if several factors work in its favour: respect, interest, delivery mode and relevance.

If there is little respect between the teacher and students, there can be no engagement. The same is true if the student-to-student relationship is badly flawed;

Students need to be interested in what they are being exposed to. Some subjects are obviously regarded as more 'interesting' than others. For the less interesting material, the teacher needs to be more imaginative in its delivery. I am genuinely interested and excited by the material I teach and I try and ensure that the students see this and can feed from it; Students are easily bored, thus the delivery mode needs to prevent students from drifting into boredom, as once they are there they won't easily return.

If students can't see why they are here, they will switch off. Verbal asides, stories and press reports can be very powerful engagement mechanisms if used correctly.

Underpinning all of this is mindset. I believe you have to get students into the right mindset before they are able to get the most out of their studies and this is why I spend so much time looking at the difficulties students face with transitioning into university life. Students

engage (or not) for many reasons, but with quality engagement comes deep learning as evidenced by the number of students who approach me many years after the course and tell me that of all the engineering courses mine is the one they remember and use the most.

Over the years, the nature of the first year student has changed. The pressure brought down on them by themselves to succeed has increased hugely, as has the stress this causes if things get too tough.

A combination of changing school priorities, family expectations and the need to hold down a job is behind this and students are less prepared for university life than ever before.

As one of the first university educators they see, I see my role as providing them with a learning environment that allows them to reach their educational goals despite these stresses. Underpinning all my class activities is the fact that I enjoy my teaching, I enjoy the material I teach and I have a passion for ensuring that my enthusiasm shows in the class environment. If I can't get excited by my course material, how can the students?

**“Adrian's passion for materials science translates into enjoyable, entertaining and effective lectures. I've discovered an interest in materials myself and would like to pursue this further.”**

Student



# CANDIDATE

## Award for Teaching Excellence



**Ms Anne Macduff**

ANU College of Law

### Synopsis

In Australian law schools today, there are many factors that pressure students into taking surface and passive approaches to learning. Those factors include large student cohorts, multiple prescribed compulsory subjects limiting choice, a highly competitive environment and increasing financial burdens. However, surface approaches to learning not only decrease the quality of learning, they also decrease student confidence, competence and mental wellbeing.

The wellbeing of law students and the law profession is a significant challenge for today. Anne Macduff's approach to teaching and learning is driven by a passion to re-engage law students in their studies and create an antidote to these pressures. Anne's course design draws on educational research about student engagement, deep learning, reflective practice and group work.

Through careful curriculum design, active student activities, engaging delivery methods and authentic assessments, Anne creates learning experiences that support law students to be confident, independent and engaged learners.

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

My approach to teaching and learning is student centred. In my courses, I design and deliver student learning activities that aim to stimulate student curiosity, assist students to understand complex concepts and allow students to feel supported and confident. I achieve this through a variety of structured activities that prompt the students to engage in a cycle of thinking, doing and reflecting on feedback. In this cycle, I structure the activities so that students make the most of their experiences through reflective writing and group work.

I also utilise diverse and engaging delivery methods in order to maximise student motivation, interest and independence. In family law, I use a 'flipped classroom', online quizzes and integrate multimedia resources with podcasts and face-to-face tutorials. Students appreciate the diversity and flexibility that this combination of delivery modes creates.

Finally, I focus on authentic assessment tasks that simulate 'real world' practical activities undertaken by lawyers to promote student confidence and engagement with their learning.

**“My observations of the students' participation and the quality of the written work that they produce evidences a deep, independent and critical engagement.”**

Colleague

**“The nature of the assessment was practical and 'real-life' in nature, and this was, for me, the best aspect of the course.”**

Student

# CANDIDATE

## Award for Teaching Excellence



### Professor Martin Richardson

Research School of Economics  
ANU College of Business & Economics

#### Synopsis

Martin Richardson is an economist researching – and teaching – in International Trade Theory and Applied Microeconomic Theory. He has been at ANU since 2003 and has taught courses broadly in these areas at undergraduate, honours and postgraduate levels. He has particularly enjoyed his recent involvement in teaching Strategic Thinking, a course that attracts students from all over campus.

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

First, while there can be learning without good teaching, one cannot sensibly talk of good teaching in the absence of learning. So any aspirational philosophy of teaching and learning must be focused on learners and that, in turn, suggests a flexible approach to teaching methods. Second, and following from this, we have to teach the students in front of us rather than those that we would like to be in

front of us. Most academics themselves were in the top tier of learners as students, so personal experience alone is an insufficient guide to how the majority of students will learn. I discovered this the hard way: in my first semester review with my Dean in my first teaching position, in 1989, he observed that my teaching evaluations were the stone cold worst he had ever seen (and he was a pretty old guy.) Looking back, I realised it was because I taught too much, too densely and with the focus only on dumping the material out there and not on ensuring that it was being taken up. I have since learned to try and focus more on engaging students, by introducing variety and humour into the classroom, by 'showing' rather than just 'telling' and by encouraging an air of mutual trust.

The most successful teachers I have seen over the years – those who are both popular with students and who get students to learn – share only one common characteristic, so far as I can tell, and that is best described as respect for their students. This does not mean they never gripe about their students in the tearoom. What it does mean is that they treat their students as diverse individuals with legitimate needs and desires and they take seriously the views that students express, without necessarily agreeing with all of them. I aspire to this.

Many will be familiar with T.S. Eliot's lament about the wisdom lost, ultimately, in information but, whether we like it or not, technology intrudes unavoidably into our educational activities. I am not an unwavering booster for technology in the classroom but I do acknowledge its ubiquity in the lives of our students and use it where I think it can help my mission. I am fortunate, perhaps, in that what I teach has never really been about learning cheerful facts about the square of the hypotenuse and such like, that might be thought of as 'information'. Rather, it has always been about ways of thinking – frameworks for approaching problems – and I believe the most successful way to do this is to convey a (hopefully contagious) enthusiasm and passion for these frameworks. This requires knowing the subject pretty well, of course.

In sum, my teaching and learning philosophy is to strive to be flexible, realistic, respectful, enthusiastic and (selectively) innovative.

**“Professor Richardson makes the lectures simply enjoyable. When you are in his class, you are in for an intellectual safari. It is exciting, exotic (with all the new ideas that really broaden one's perspective) and challenging, but you are never too stressed.”**

Student

**“Gifted lecturer with great grasp of material and ability and enthusiasm in teaching.”**

Student

# CANDIDATE

## Award for Teaching Excellence



### Dr Heather Roberts

ANU College of Law

#### Synopsis

Heather Roberts' return to academia from private legal practice was sparked by a lingering question from her undergraduate studies: how does the personal identity of a judge make a difference to law and legal systems? As a Lecturer at the ANU College of Law, her ground-breaking research explores that question, shedding new light on Australian law's history and biography.

Working part-time, Heather teaches Property Law, Commonwealth Constitutional Law, and an innovative post-graduate elective examining the Australian High Court's history, politics and biography. Heather's teaching is informed by her experiences in compulsory courses: courses with deserved reputations for being demanding and complex, and undeserved reputations for being dull and irrelevant to students' lives post-university. Heather's inspiring teaching challenges these assumptions.

Blending a carefully constructed skills-based approach to course content, a rigorous but encouraging

learning environment, and a genuine and infectious enthusiasm for her research and her teaching, students leave Heather's classes with renewed confidence in their abilities and new perspectives on law and judicial reasoning.

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

My teaching is premised on creating a learning environment in which students choose to be present, and engaged. Given the well-documented struggles with well-being issues faced by so many law students, I believe that it is more important than ever that students leave a classroom feeling encouraged, engaged and supported, and with a clear and structured path through the rigours of the content. This is particularly important in large compulsory courses, where students frequently come to the subject presuming that the content will be both demanding and uninteresting.

I frame my teaching in compulsory subjects around four key values and methodologies: encouragement and an ethic of care; enthusiasm for both the content and student-learning; a 'road-map' structure; and interactive problem-solving exercises. These elements of my teaching combine to build students' confidence in their abilities; to provide structured and encouraging support for learning; and to stimulate critical thinking about the development of law and legal reasoning.

Most of all, however, it is the fact that students see that I am 'genuinely passionate' about face-to-face teaching, course content, and my research into the High Court's history and biography, that has the greatest impact. It is my 'infectious enthusiasm' that allows me to connect with large groups of students, many of whom not only would not choose to enrol in these compulsory courses, but also bring to class negative assumptions about the subject matter. For many students, my passion is what first 'lights a spark' and is the 'real motivator'. In particular, I encourage students in compulsory courses to explore with me the question of how does the personal

identity of a judge make a difference to law and legal systems? I share with students in my first class that I am a self-confessed 'High Court tragic', fascinated by the Court's biography and history, and that I teach with this bias. In later classes I weave biographical insights, and my research into swearing-in ceremonies and judicial reasoning, into the discussion of the facts and reasoning of High Court cases. I also draw on my research in a weekly 'High Court Trivia Quiz', filled with anecdotes and quirky High Court facts. The quiz reinforces the positive 'vibe' of the room, but more significantly, it also reminds students to think of judges as people, and to question how judges' personalities, background and values may influence how the law develops.

**“Her enthusiasm is unquenchable, and her commitment unquestioned, and both of these qualities are so transparently genuine that she has an enormous positive impact on her students. ... Heather's intellectual passion for her areas of scholarship find a natural outlet in her teaching, and the students know the real thing when they see it.”**

Professor Michael Coper,  
Dean, ANU College of Law



# CANDIDATE

## Award for Teaching Excellence



### Dr Zahra Taheri

Centre for Arab & Islamic Studies  
ANU College of Arts & Social  
Sciences

#### Synopsis

Teaching has been as much of a learning experience for Zahra Taheri as it has for her students. Years of teaching Persian language to non-native speakers, as well as teaching non-language courses on Iranian History and Culture, has placed her on a continual search for new and effective teaching techniques. As one of the few scholars at ANU who teaches both language and non-language courses, she has been actively involved in teaching Persian language courses at all levels, as well as the non-language courses of Iranian History and Culture, Gender and Culture in Iran and the Middle East. She has designed and established two new courses for students, and is currently writing a program for Applied Persian.

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

Teaching has always been my ultimate delight. The enthusiasm stems from the joy I experience in interacting with students and sharing my knowledge with

them. My basic objective in teaching, besides enhancing communication skills, is to introduce students to the literary, historical, social, and cultural aspects of Persian Language and literature. In doing so, I utilise a variety of interactive methods that encourage exploration rather than passive acquisition of facts and figures. Delivering engaging lectures, involving students in the process of learning, and creating activities to take place outside the classroom are the keys to my successful teaching.

I believe in building a strong relationship with each student, and creating a balance between challenge, enjoyment and motivating students to learn, which in turn leads to higher engagement. In my lectures for the course I teach on Iranian History and Culture MEAS2000, I share my memories of the 1979 Iranian Revolution with my students when discussing the modern history of Iran. Feedback I have received from students indicates that it is fascinating for them to listen to an eye-witness of such a historical event, coming straight from the mouth of a university student who was then involved in the street protests, and had experienced the rollercoaster process of hope and disappointment. In addition to discussing the accounts written by modern historians and analysing the causes and results of the Iranian Revolution, I share my memories with students about the days and nights of the revolution in our home, neighbourhood, university, and town.

I am a strong believer in outside-the-classroom-activities as an important component in language learning. During my years of teaching Persian and Iranian Studies in three different cultural and academic environments in Iran, University of California, Berkley, and Tokyo University of Foreign Studies, I have always arranged Persian cooking classes for my students. This allows them to maximise their opportunities for language use, while also becoming more familiar with Persian culture. I have also celebrated the Persian New Year, Nowruz, with my students every year by arranging the traditional Nowruz setting haft-seen in my office for one week, beginning March 21. I teach

the history of this ancient tradition in my class before the celebration starts, and have found it adds an interesting angle of Persian culture for both my language and non-language classes. The cooking classes and Nowruz celebration setting have been influential in enhancing my students' understanding and appreciation of Persian culture, history, and language and have also played an important role in motivating and inspiring them to further their Persian studies.

**“The most notable strength of the course was the personal knowledge of Zahra. She has an amazing and in-depth knowledge from both reading and first-hand experience of Iran and its history and political system.”**

Student

# CANDIDATE

## Award for Teaching Excellence



### Dr Emmeline Taylor

School of Sociology  
ANU College of Arts & Social Sciences

#### Synopsis

Emmeline Taylor is a Senior Lecturer in the School of Sociology. Since joining ANU in 2012, her most significant innovation has been the development of a Major in Criminology and a Bachelor Degree in Criminology, which began taking students in 2014.

She now manages the Criminology program and teaches two main courses into it; The Criminological Imagination, a large compulsory first year course which introduces students to the theoretical canon of criminology, and Dimensions of Crime, a level 2000 course, that explores different crime types and the criminal justice responses to them.

She is a strong proponent of research-led teaching and passionately brings her own empirical research to the classroom to ensure that the study of crime is always fascinating and engaging for students. She has previously taught sociology and criminology in England and Singapore.

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

A cornerstone of my teaching philosophy is that students should feel empowered to develop their ideas and share their views in the classroom. I work hard to create a positive environment in which students feel comfortable to pursue their intellectual curiosities.

Reflecting back on my teaching career, I have realised that a fundamental aspect of my pedagogical approach is that I ensure that students feel trusted. Adopting a student-centric approach in the classroom ensures that diverse learning styles are accommodated for and that student creativity is nurtured. I believe that when students have some ownership over their learning they tend to be more engaged. I aim to create classes that celebrate diversity, cherish different ideas and engender equality.

I am very passionate about my research and feel incredibly privileged to be able to share this with my students. As such, I am a strong advocate of research-led teaching. This pedagogical approach ensures that students are exposed to the cutting edge of criminological thought and the most current developments within the field. I draw upon my own research to bring contemporary and relevant examples to the classroom and find that this stimulates curiosity among students, as the topic is both real and immediate.

**“I really like Emmeline’s teaching style, it’s fun, but incredibly informative. I found that I was actually looking forward to 9am lectures!”**

Student

**“Emmeline has been instrumental in founding the teaching of criminology as a discipline at ANU, and has helped to build on the University’s leading reputation for scholarly research in criminology... She has demonstrated a talent for curriculum design and also for leadership.”**

Professor Rod Broadhurst,  
School of Sociology

# CANDIDATE

## Award for Teaching Excellence



### Dr Joanne Wallis

School of International, Political & Strategic Studies  
ANU College of Asia & the Pacific

#### Synopsis

Joanne Wallis is a Senior Lecturer in the Strategic and Defence Studies Centre (SDSC) and was Convener of the Asia-Pacific Security program between January 2012 and November 2014 and SDSC Interim Director of Studies from August to November 2014. Joanne enjoys engaging with students and sharing her passion for learning and research. Her enthusiasm is evident in the time she has devoted to developing innovative courses, and her work has been rewarded by rising enrolments and outstanding Student Evaluation of Learning & Teaching (SELT) results. Joanne has gone beyond her classroom to develop and run co-curricular activities for her students, which are intended to put their learning into practice and help them develop transferrable skills that will stand them in good stead for their futures.

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

My philosophy is that teaching excellence should focus on both the process and outcomes of learning. In terms of

process, I believe that curricula should teach students clear, over-arching conceptual frameworks that will enable them to critically engage with the course material and to analyse new material in their later learning (and lives). I encourage students to challenge existing concepts, as in the social sciences there are no 'right answers'; it is more important for students to have the tools to analyse material than that their analysis leads to a particular answer. As I also believe that students should be actively engaged in, and excited about, learning their course material, I utilise experiential learning and I link conceptual material to relatable 'real world' events, which illustrate both how concepts work in practice and the value of mastering them.

In terms of outcomes, apart from students learning fundamental content, I believe that teaching should prepare students for further study or their professional aspirations. I help students develop transferrable skills that will enable them to conduct life-long learning and to succeed in a professional context. I designed Security in the South Pacific: Is it Australia's 'Arc of Instability?' (STST2003) because, as Convener of the Security program, I received feedback that students wanted to learn more about the practical application of their security studies. Each week I take the first hour of the lecture, and speak from an academic perspective. In the second hour I invite security practitioners from the Australian Federal Police (AFP), Australian Defence Force (ADF) and Department of Defence, among others, to give guest lectures. I also arrange fieldtrips to the AFP International Deployment Group Training Village and the ADF Command and Staff College.

I also attempt to balance the academic and practical and help students develop transferrable professional skills via my assessment. In STST2003 the assessment is built around a crisis simulation, which I conduct in collaboration with Admiral Chris Barrie (ret.), the former Chief of the ADF. The simulation involves students working in groups to role play how Australia would respond to a crisis in Crab Key, a fictional island in the South Pacific.

**“Joanne’s knowledge on the issues covered was brilliant and this was supplemented with extremely experienced guest lectures. The field trips were very relevant and enlightening. The war game was an excellent experience. I probably learnt the most practical skills from this course than any other I have taken”**

Student

**“Dr Wallis’ weekly lectures were consistently engaging, well structured and linked to other parts of the course as well our assessments”**

Student



# CANDIDATE

## Award for Teaching Excellence



### Dr Uwe Zimmer

Research School of Computer Science  
ANU College of Engineering & Computer Science

#### Synopsis

What is more beautiful to experience than seeing sparks fly and observing students in the moment of phase shifting insights? Sometimes this is literally the student who jumps up and shouts out in the middle of a lab. To stay in the metaphor, those sparks need a lot of energy to build up before it can happen. This energy is brought to class by Uwe Zimmer in the form of intense motivation, in an attempt to rub off some of this energy on the students.

The core of enabling every student to such sequences of phase shifting insights in Uwe's classes is the analysis of student cohorts and the understanding of their sometimes radically different approaches to learning.

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

I do not believe that my way of teaching is unique, yet what I do differently from most of my colleagues is to lay out a course from the assumption that I will have almost as many different approaches to the material as I have students in the class. Thus, I take clear notice about where each individual student is in his/her development at the start, and try to cater with the adequate means to enable progression. While this is easy in a class of 12, it becomes a very different game in a class of 300. Online based tools need to be, and are being shaped for this purpose. The art of crafting a constantly shifting, and rather diverse toolset of learning support elements will probably differentiate my course from most.

I'm also never quite able to fully stick with the material at hand, and frequently scatter pointers to deeper questions or open research questions. This style of building a base only to question or even shatter it minutes later, attempts to combine the crystallisation of solid knowledge with a wider, more critical view to embed this knowledge into the remaining world. This can be frustrating to students who came to gain a closed-skill-set or still believe in ultimate truths, yet it is liberating for students who are open to development, or already come with an inquisitive mind and lots of curiosity.

One of the intended and often achieved effects is that students are feeling in control and take responsibly for their learning. We frequently see students transforming from a passive, graduation-driven approach to an active, curiosity-driven mindset in their learning. This also leads to students changing their degree programs "After finding my true passion for computer science in Uwe's course".

The experience of being personally addressed in a class of 300 comes as a pleasant surprise to most students and serves as a strong motivator to engage in communication, which is a key element in the transition from high-school learning to university learning.

**"Most of us remember an inspiring teacher in our own past – I believe that many of our students will look back on Uwe in this way."**

Colleague

**"The first thing that struck me was that Uwe clearly cares about his students, whether they be research students or undergraduates."**

Colleague



# CANDIDATES FOR THE **Award for Excellence in Supervision**

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**Professor Diana Davis**

ANU Centre for European Studies  
ANU College of Arts & Social Sciences

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**Associate Professor  
Kylie Catchpole**

Research School of Engineering  
ANU College of Engineering & Computer Sciences

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# RECIPIENT

## Award for Excellence in Supervision



### Professor Diana Davis

ANU Centre for European Studies  
ANU College of Arts & Social Sciences

#### Synopsis

Diana Davis has been an Adjunct Research Fellow in the ANU Centre for European Studies since 2010. She has extensive experience not only in research supervision (with over 130 successful completions across language, literature and the creative arts) but also in policy development relating to doctoral education and the doctoral experience. Her supervisory experience derives from the need to meld the diverse worlds of practice and research inhabited by her students who have, in the main, been successful practitioners studying part time with competing professional, research and familial commitments. Diana Davis works actively to enhance the creative intellectual development of each student, shaping his/her ability to question for constructive purposes. She fosters a rigorous environment in which students are liberated to take risks in pursuit of answers, albeit within an ethical framework. In becoming independent researchers, they are encouraged to strive

for excellence, pursue discipline and objectivity, acknowledge, probe, evaluate and abandon inappropriate strategies and pathways.

Her practice builds upon clarifying mutual expectations with candidates, establishing, maintaining and monitoring enduring professional working relationships, being sensitive to their diverse contexts and needs, as well as ensuring appropriate bridges exist between postgraduates and university administrative requirements.

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

I believe in creating a secure learning environment for postgraduate students in which mutual respect enables intellectually challenging risks to be taken so that new learning occurs and each makes a unique contribution to knowledge. I encourage students to ask the research questions to which they passionately want answers because I do not want them to say, as a student once observed in my hearing: "I like my topic. I'd be happy to have a drink with it at the pub but I'm not in love with it and I certainly wouldn't want to marry it". The loneliness of the long distance researcher is real and must be acknowledged. Students need to have clear aims and a commitment to fulfilling them if they are to be dedicated to fronting the inevitable road blocks inherent in any research journey.

Listening is a key factor in the supervisory relationships I strive to develop and maintain with my students. It is critical not only in establishing trust and respect, but also in shaping the often inchoate ideas students express as they begin to wrestle with the imponderables of their research topics. If one listens carefully to students as they explore ideas, it is possible to re-present these in ways that facilitate more coherent and organised perceptions, thus enabling them to achieve workable research questions and aims with greater efficiency and effectiveness.

Fear of the unknown can also militate against student progress and sense of purpose. I limit this by working with each

student to establish a clear research plan, including an ever refining table of contents or blueprint for the thesis. I share with them examples of successful theses and discuss how other students have coped with issues and problems analogous to their own. The process of de-mystification is also aided by facilitating contexts in which students can ask questions of each other in a non-threatening environment, problem solve with their peers and develop strategies for walking around the brick walls which can impede advancement.

In my view it is important to have very regular contact with students, especially in the initial stages of candidature, but also to sense when they need to go it alone. The subtle crafting of each idiosyncratic supervisory relationship is a precondition to candidate success and satisfaction. Students and their topics do not just happen; they derive from complex processes of exploration, enthusiasm, expectation, evolution, elimination and constructive frustration from which I derive pleasure and satisfaction in sharing with them.

**"... her ability to see the potential of a student, to nurture and encourage that potential, and help shape it into a professional skill, is in my experience, something that only the very best supervisors can do – and they are rare individuals.**

Dr Terri MacDonald,  
National Tertiary Education Union

# CANDIDATE

## Award for Excellence in Supervision



### Associate Professor Kylie Catchpole

Research School of Engineering  
ANU College of Engineering & Computer Sciences

#### Synopsis

Kylie Catchpole is Associate Professor in the Research School of Engineering. Her research focuses on using nanotechnology and new materials to make solar cells cheaper and more efficient. She sees science as an amazing ratchet system that is self-correcting and smarter than any of its component parts. When students see themselves as contributors to that system, they start to fully understand the need for disciplinary expertise, imagination and communication.

Evidence for the effectiveness of her approach is the awards received by her students, as well as citations of their papers and their subsequent positions. Students also appreciate the way she tailors their supervision to their needs, and provides the larger perspective on what it means to be a scientist. She is also passionate about creating opportunities

for her students to contribute to the outside world, and has created projects in energy efficiency in housing, wind turbine technology and integration of renewable energy in the electrical grid for honours and Masters students. In addition, she has contributed to the research student experience through several leadership roles in research supervision.

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

It is my privilege to supervise students who will make important and original contributions to our understanding of the world and to making the world a better place.

I have created a research program and supervisory process that attracts high quality students and develops them to their full potential. I encourage my students to develop networks with national and international colleagues via visits to other institutions.

My view is that science and the related engineering disciplines are not only a method, but a system. We are all taught in school that science is a method, with hypotheses, testing and results. But it is also a system, and when students can see this, it can change the way they do research.

Science is self-correcting, thanks to the need for replication of results. We can build on what we already know, so it has a ratchet mechanism that allows us to move forward. And most important of all, it is much smarter than any of its parts (us). We can think of science as a system of nodes and connections, like a brain. Any individual scientist can only understand a few nodes. But by connecting nodes, some close and some far away, we can construct knowledge and technology that is far beyond any of us as individuals.

How can we best contribute to such a wonderful system? We can build on others' work (use the ratchet), we can make bold contributions between different areas (and make the system even smarter than it was), and we need not be afraid to fail (because the system is self-correcting).

When students can see science in this way, many things that are not always evident to the new researcher become clear. It becomes obvious why you need to publish. It also becomes clear that you need to be a good communicator, so that connections can be made to nodes within the system that are far apart, where people may speak different technical languages. In fact these are some of the most valuable connections of all.

With this worldview, students can then appreciate why they need not only technical expertise but imagination, and not only both of these but also to be able to communicate. These are the things I aim to cultivate in my students.

**“Through Kylie’s approach to research, she has made me consider what kind of a scientist I would like to be, and how to go about getting there; for that I am especially indebted.”**

Former student

**“The way Kylie listens to ideas and asks open-ended questions definitely helped to build my own confidence and find out my direction. Her coaching in how to think, not just how to do will help me a lot in my future career.”**

Student



# CANDIDATES FOR THE Award for Programs that Enhance Learning

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## **The Indigenous Health Stream**

**Professor Amanda Barnard**

**Ms Gaye Doolan**

**Ms Samia Goudie**

**Dr Phyll Dance**

**Associate Professor Jenny Thomson**

**Associate Professor Christine Phillips**

**Professor Kirsty Douglas**

**Dr Jill Bestic**

ANU Medical School

ANU College of Medicine, Biology & Environment

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## **ANU Surveys & Evaluations**

**Mrs Leone Nurbasari**

**Ms Sara Rowley**

**Ms Bo Liu**

**Ms Karen Bell**

Planning & Performance Measurement

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## **Engaging with Community – Partnerships for Humanitarian Engineering at ANU**

**Mr Jeremy Smith**

Research School of Physics & Engineering

ANU College of Physical & Mathematical Sciences

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## **Physics Project Market Day**

**Dr Cormac Corr**

**Associate Professor Jodie Brady**

**Associate Professor Patrick Kluth**

**Associate Professor James Sullivan**

Research School of Physics & Engineering

ANU College of Physical & Mathematical Sciences

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## **Giving Voice to Values**

**Ms Vivien Holmes**

ANU College of Law

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# RECIPIENT

## Award for Programs that Enhance Learning



### The Indigenous Health Stream

**Professor Amanda Barnard**

**Ms Gaye Doolan**

**Ms Samia Goudie**

**Dr Phyll Dance**

**Associate Professor**

**Jenny Thomson**

**Associate Professor**

**Christine Phillips**

**Professor Kirsty Douglas**

**Dr Jill Bestic**

**ANU Medical School**

**ANU College of Medicine, Biology & Environment**

#### Synopsis

The Indigenous Health Stream (IHS) is an enriched program of experiential learning, mentoring and leadership training in indigenous health, which runs through all four years of the ANU Medical School curriculum. The program was established in partnership with Winnunga Nimmityjah Aboriginal Health Service as a collaborative effort towards *Closing the Gap* by producing health workers who are competent, capable and sensitive towards the needs of Aboriginal and Torres Strait Islander people. Five years after its inception, it remains unique among Australian medical schools.

The numbers in the program have expanded from two students in the first intake, to one in twelve first year students being enrolled in the IHS in 2014. The project has received national and territory

recognition. The first student in the program was awarded a national award for leadership, and the ACT Government has established scholarships to expand the educational opportunities offered to students in the stream. Students in the stream have established social enterprises for Indigenous youth, contributed to research-led improvements in health care delivery for Indigenous Australians, and acted as a central focus to disseminate knowledge and model passionate commitment to Indigenous health to their fellow students.

#### The team's approach to teaching and supporting student learning

The approach to teaching and learning is based on maximising students' engagement in learning through provision of highly contextual, culturally safe, experiential learning opportunities, backed by an academically robust, clearly articulated program and committed student mentoring support.

Students are exposed to a wide range of learning opportunities – seminars, immersion experiences, lectures and meetings with Indigenous leaders and healers. Students are encouraged to create a community of practice and connection.

The program is designed for Indigenous and non-Indigenous students, with the only criteria being merit and a positive assessment by Aboriginal health workers at Winnunga. Learning in this area can be personally challenging, so student support is an important part of our approach. Each student is allocated a clinician mentor who has experience working in the field.

Recognising and supporting students' interests, skills and initiatives is embedded in our approach. They are encouraged to be "brave" in their learning and explore new areas – a skill that they will need in working in Indigenous health. Student interests and skills have led to new areas in research undertaken by students, public engagement and advocacy by medical students in Indigenous health, and practical initiatives, such as setting up homework and tutoring sessions for Aboriginal students at regional high schools.

**"I loved the cultural immersion trip, but I also loved being part of a group that was interested in the same things I was interested in. That connectedness is hard to find in university. The support is terrific... Seeing the effects it has had on myself and the other students is one of the biggest things I see now."**

Student

For information and further stories from Indigenous Health Stream students go to: <https://indigenoushealthstream.wordpress.com>

# RECIPIENT

## Award for Programs that Enhance Learning



### ANU Surveys & Evaluations

**Mrs Leone Nurbasari**

**Ms Sara Rowley**

**Ms Bo Liu**

**Ms Karen Bell**

**Planning & Performance  
Measurement**

#### Synopsis

The ANU Surveys & Evaluations team contribute to the improvement of the student experience by providing the University community with meaningful and purposeful information about student learning and the overall student experience. This information comes from results of focus groups, course and teacher evaluations, as well as a suite of institutional and national quality assurance surveys. The team's philosophy encompasses quality survey design, diligent and ethical survey administration, and timely, relevant, customised analyses and reporting to enable greater insight and improvement of the student experience.

Their work includes ongoing active contribution to national and international discourse on robust higher education performance measurement frameworks and instruments.

#### The team's approach to supporting teaching and student learning

To support ANU convenors and lecturers in improving the student learning

experience, the team supplement individual evaluation reports with time series results from course evaluations. These reports provide users with the ability to identify shifts in the measured student experience and consider changes that may be necessary in the design or delivery of a course. Teaching staff can reflect upon how changes made at a point in time (or progressively over time) have contributed to students' experience of learning.

In order that university staff may better understand the strengths and weaknesses of the ANU student experience, the team produce institutionally relevant reports from national surveys. Customised analyses and presentation of discipline results, to accurately represent the University's teaching portfolio, provide meaningful performance measurement against peer institutions and the national sector.

To assist busy university staff and service delivery teams in easily accessing relevant information about the student experience, the team recently introduced topic papers to enhance user access and understanding of thematic survey data. Associated action plans allow colleges and service areas to target quality improvement initiatives.

The ANU Surveys & Evaluations team implemented a university-wide survey framework that considers the quality, volume, frequency and timing of all internal and external surveys deployed to ANU students. This ensures survey content is not unduly duplicated, and that collections are fit for purpose. Random stratified sampling was also introduced to tackle increasing survey burden on the student population.

Beyond the team's impact within ANU, they actively contribute to the development and enhancement of national survey instruments and methodologies, through government submissions, roundtables, national reference groups and participation in domestic and international fora.

Through the range and reach of their activities, the ANU Surveys & Evaluations team have demonstrated their passion and commitment to the appropriate

collection and comprehensive reporting of student feedback to inform improvements in teaching and learning and the overall student experience of higher education.

**“We are very lucky to have an outstanding Surveys & Evaluations Team to support us in ... educational excellence at the ANU.”**

Professor Andrew Walker,  
ANU College of Asia & the Pacific

**“Time series reports [have changed] the focus away from thinking of teaching as a “now” activity into an “evolving” one. This has been a revelation for staff.”**

Professor Michael Martin,  
ANU Promoting Excellence Team

# RECIPIENT

## Award for Programs that Enhance Learning



### Engaging with Community – Partnerships for Humanitarian Engineering at ANU

**Mr Jeremy Smith**

**Research School of Engineering  
ANU College of Engineering & Computer Science**

#### Synopsis

Engineering practice of the 21st century is facing significant humanitarian challenges through rapid urbanisation and population growth, resources constraints, and climate change. This means the engineer of today needs a stronger understanding of the global and local social, economic and environmental context influencing their work. From this has emerged the field of humanitarian engineering.

Through partnerships with community-based organisations, engineering students in the Research School of Engineering at ANU are applying their studies to humanitarian challenges

through humanitarian engineering. Students are working on authentic problems faced by disadvantaged communities in Australia and overseas, allowing them to experience the positive impacts engineering and technology can have on the quality of life of individuals and communities.

Opportunities include research and project topics to dedicated course-work and immersive international experiences. These initiatives help students explore areas of personal interest, providing motivation and engagement across their degree. Simultaneously, students contribute to development challenges while still studying, which allows them to learn skills they will continue to apply to the challenges and opportunities they will face.

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

Engineering students at ANU have opportunities to be involved with humanitarian engineering through numerous related initiatives and partnerships. These build upon student interest and align with the systems engineering approach at the core of the Bachelor of Engineering (BE) program. Project work, service-learning, volunteer outreach activities, international experiences and dedicated coursework have been developed. Together, these form a semi-structured pathway for students to engage in humanitarian engineering alongside their existing engineering studies.

The humanitarian engineering opportunities provided at ANU are providing an enhanced experience for students. Students are involved with real projects, making contributions that directly impact on the ongoing work of the partner organisations. This provides significant motivation for students and allows them to position their studies in an area of interest to themselves and see the application of their engineering.

**“Having now graduated university and entered the energy industry, I believe that the opportunity to link my studies with my own interests in the humanitarian energy sphere substantially enhanced my learning.”**

Former student

**“The Engineers Without Borders-ANU partnership [...] has contributed to a rewarding and enriching experience for students and will contribute to global causes by producing future generations of humanitarian engineers.”**

Former student

# CANDIDATE

## Award for Programs that Enhance Learning



### Physics Project Market Day

**Dr Cormac Corr**  
**Associate Professor Jodie Bradby**  
**Associate Professor Patrick Kluth**  
**Associate Professor James Sullivan**

**Research School of Engineering**  
**ANU College of Engineering & Computer Sciences**

#### Synopsis

Physics Project Market Day is a unique event that promotes research as an integral part of the undergraduate student experience at ANU, fosters interactions between staff and students and presents the breadth of student physics research projects available.

The program targets students from all years and across all physics disciplines. The success of this event is demonstrated by the attendance of more than 100 students that engaged with more than 60 staff presenting posters on their work. The program has shaped how students engage with potential supervisors, and has significantly promoted an evolving education culture within the Research School of Physics and Engineering (RSPE), which is moving towards more research-intensive academics getting involved in the undergraduate program. In 2014, Physics Project Market Day was promoted nationally and attracted students from other universities across Australia.

#### The team's approach to teaching and supporting student learning

In response to the evolving educational culture within RSPE and in recognition of the challenges faced by both staff and students in forming connections for research projects, Physics Project Market Day was established by a group of mid-career academics at RSPE. The day aims to bring academics and students together in a bustling 'market-like' setting to promote informal interactions and assist students in finding suitable undergraduate and graduate research projects.

Students from all years are invited – opening their eyes to the research opportunities available in Physics at ANU, that many students are not aware of, right from the start of their degrees.

The Physics Market Day has been successfully staged twice, in 2013 and 2014. On both occasions the event was held over lunchtime in Melville Hall. All academics in Physics (and some in the Research School of Earth Sciences) were invited to participate in this event by preparing a poster summarising their research and projects on offer as well as personally attending the event to speak with potential students.

The event is held during Science Week and is heavily promoted by undergraduate teachers in their lectures and also online via Wattle, Facebook and Twitter. A number of 'fun' demonstrations were set up around the hall to add to the atmosphere of the event.

An important aspect of Physics Project Market Day is the annual refresh of all projects hosted on the school database. Academics must actively add or refresh available projects in the lead-up to the event or the projects will be automatically removed from the database. This was found to be essential to ensure the available projects are up-to-date. In both years, well over 100 new/refreshed projects were uploaded to the project database. The projects cover all aspects of research in RSPE and have potential appeal across the disciplines of physics, mathematics, chemistry, engineering

and even biology. The project database is searchable by topic, department and project type.

The available projects from the database were collated into A5-sized booklets that were handed out to students at Market Day. These proved so popular in 2013, that in 2014 an additional 200 A4 booklets were also printed for RSPE to be used for marketing purposes.

**“Seemed impossible that something so cool and out there could actually happen in Canberra of all places...”**

Student

**“The variety of people from different research areas who were there to talk to was really good, it made it clear that there's more going on than you get to see from an undergraduate perspective”**

Student



# CANDIDATE

## Award for Programs that Enhance Learning



### Giving Voice to Values

**Ms Vivien Holmes**  
**ANU College of Law**

#### Synopsis

'Giving Voice to Values' (GVV) is an approach to ethics teaching that fills a gap in traditional legal ethics curricula. Rather than just focussing on 'the right thing to do', GVV facilitates students asking and answering the question: What would I say and do if I were going to act on my values? Its focus is on how a person raises ethical issues in an effective manner and what he/she needs to do and say in order to be heard.

On the initiative of Vivien Holmes, ANU Legal Workshop has progressively integrated the GVV curriculum into the University's postgraduate professional legal education program over the past three years. GVV brings issues of ethics and values to centre stage and requires students to take seriously the challenge of developing skills, perceptions and insights that will enable them to 'voice' their professional ethics in legal practice. Student feedback indicates GVV is effective in providing students with the

skills to act constructively in line with their values when faced with ethical challenges, skills they will take with them into their future professional work

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

The GVV approach is an important addition to professional legal education, because it both highlights the importance of values/ethics in professional life and encourages students to reflect on what sort of professional they wish to be. Further and most importantly, it provides students with the opportunity to develop skills that will enable them to 'voice' their values when faced with ethical challenges in the future.

The GVV exercises confront students with ethical challenges that could very likely arise in legal practice. Students are required to work out how they will respond to these challenges by considering a number of factors, including: any relevant law; the stakeholders and their different interests; whether there is anything making them disinclined to act and, if so, whether they might reframe the issue so that they feel more likely to act; the impact unethical action might have on them and other stakeholders; the reasons and rationalisations others may express or imply to encourage unethical action or acquiescence to unethical conduct; and their most persuasive responses to the reasons and rationalisations others might raise.

Students then consider: to whom they will talk and how they might start the conversation; the different tangents the conversation may then take and how they might plan for these (keeping in mind their own personal style for successfully addressing values conflicts). Once prepared, students practise their approach.

Many students see the GVV framework as a useful tool to help them respond constructively when faced with values/ethical conflicts.

**"I felt as if [the GVV] exercises genuinely helped give me the right tools to use in the future if facing an ethical dilemma. As a result of learning how to re-frame issues and how to consider a variety of different perspectives, I now feel more confident about speaking up if I feel uncomfortable with what I'm being asked to do."**

Student

**"Now that we have practised what it's like to deal with ethical scenarios involving power imbalances and competing interests, I feel much more confident about my persona as a legal practitioner."**

Student

# CANDIDATES FOR Citations for Outstanding Contribution to Student Learning

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**Dr Ying-Yi Chih**

Research School of Management  
ANU College of Business & Economics

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**Ms Felicity Gouldthorp**

**Mr Andrew Alcorn**

**Ms Joan Angel**

**Ms Louise Barclay**

**Ms Jenny Borscz**

**Ms Therese Douglass**

**Mr Mark Erickson**

**Dr Sharyn Errington**

**Mr Ewan Evans**

**Ms Sarah Hawkins**

**Ms Marian Irvine**

**Mr Paul Melloy**

**Ms Claire Shrewsbury**

Office of the Vice-Chancellor  
Division of Student Administration  
Division of Student Recruitment & Admissions  
ANU College of Asia & the Pacific  
ANU College of Arts & Social Sciences  
ANU College of Business & Economics  
ANU College of Engineering & Computer Science  
ANU College of Law  
ANU Joint Colleges of Science

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**Dr Cormac Corr**

Research School of Physics & Engineering  
ANU College of Physical & Mathematical Sciences

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**Dr Bjoern Dressel**

**Ms Sarah Cameron**

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

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**Dr Linda Stals**

Mathematical Sciences Institute  
ANU College of Physical & Mathematical Sciences

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**Dr Trang X Ta**

School of Archaeology & Anthropology  
ANU College of Arts & Social Sciences

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# RECIPIENT

## Citation for Outstanding Contribution to Student Learning



### Dr Ying-Yi Chih

Research School of Management  
ANU College of Business & Economics

#### Citation

For sustained excellence in developing and implementing theoretically rigorous project-based learning curricula that motivates and engages students in the investigation of authentic real world problems

#### Synopsis

Building upon a project-based learning approach, Ying-Yi Chih develops theory-practice balanced curricula and supporting resources to engage and motivate students to acquire in-depth and sustainable project management knowledge and skills. She designs interrelated in-class exercises centring on a semester-long real-world project and creates an inspiring course environment by facilitating a learning-by-doing process. Her innovative and motivational curricula consistently results in positive student learning experiences and was recently recognised by a 2014 ANU College of Business & Economics Award for Teaching Excellence.

#### Ying-Yi's approach to teaching and supporting student learning

Project management is a discipline involving multiple concepts that seem independent, but are truly interrelated. To learn the subject well, students need to not only fully understand the theoretical concepts of individual topics, but also interrelationships among them. They also need to learn how the constant and often random changes imposed by stakeholders during the project life affect the various aspects of project management. In responding to these challenges, I develop and implement research-informed project-based curricula to help students acquire the knowledge, skills and confidence to deal with real-life project management challenges through a 'learning-by-doing' process.

One core of this project-based curricula is to use semester-long real project focused exercises to facilitate students' learning. By allowing students to construct their knowledge in a realistic and contextualised project environment by doing and seeing the interrelations across different topics, I design a set of in-class exercises associated with different topics focusing on a real-world project that students (in small groups) need to complete throughout the entire semester.

For example, the Taiwan High Speed Railway (THSR) project is used for this purpose in a project risk management course. After learning the theoretical underpins, students are required to identify, analyse and develop strategies to manage the risks associated with this project during the semester. Each of these exercises involves developing novel knowledge; yet all are interrelated and indispensable from each other. The intertwined yet distinctive nature of these tasks can stimulate students' interest and motivation, and thereby, their learning.

These in-class exercises offer several notable advantages. First, these "hands-on" tasks can bridge the gap between knowing and doing. Second, the small group setting allows students to interact with their peers, contributing to their communication and teamwork skills.

Such a setting also allows me to pay customised attention to individual groups and students. Finally, the post-exercise discussions allow students to reflect on their own understanding of the topics.

To keep the case project 'alive' to sustain students' interest and mimic the constant changing project environment, I randomly introduce scenarios to the case project. These random scenarios can prepare students to effectively manage unexpected situations in real world.

This student-centred project-based curricula ensures the materials are well-grounded in theory and relevant to real-world practices. It makes students active learners, rather than passive knowledge receivers; making the knowledge and skills they acquire more sustainable.

**“Ying-Yi projects a powerfully confident demeanour when teaching. She appears absolutely comfortable in the space, and gives the impression there is nowhere else she would prefer to be.”**

Educational Workshop Facilitator

# RECIPIENT

## Citation for Outstanding Contribution to Student Learning



**Ms Felicity Gouldthorp**  
**Mr Andrew Alcorn**  
**Ms Joan Angel**  
**Ms Louise Barclay**  
**Ms Jenny Borscz**  
**Ms Therese Douglass**  
**Mr Mark Erickson**  
**Dr Sharyn Errington**  
**Mr Ewan Evans**  
**Ms Sarah Hawkins**  
**Ms Marian Irvine**  
**Mr Paul Melloy**  
**Ms Claire Shrewsbury**  
**Office of the Vice-Chancellor**  
**Division of Student Administration**  
**Division of Student Recruitment & Admissions**  
**ANU College of Asia & the Pacific**  
**ANU College of Arts & Social Sciences**  
**ANU College of Business & Economics**  
**ANU College of Engineering & Computer Science**  
**ANU College of Law**  
**ANU Joint Colleges of Science**

### Citation

For innovation and commitment to empowering student choice in their education to meet their personal and professional aspirations as individuals.

### Synopsis

In 2014, ANU created a globally distinctive opportunity and opened up choices to students on a staggering scale through flexible double degrees. Potential degree combinations rose from a preconfigured 137 to more than 750.

The Double Degree Project Management Group was the key vehicle for the implementation of flexible double degrees, delivering procedural, regulatory, technical, governance and communication solutions. The group collaborated to achieve a strategic education goal through an incredibly complex project.

### The team's approach to teaching and supporting student learning

ANU, like other Australian universities, offers students the opportunity to study two Bachelor degrees concurrently over an abbreviated time period. But these combinations were always set by the University and reflected its assumptions about what students might and should do. This is the way double degrees have always been thought about in Australia. In 2012, ANU put students in the driving seat of degree design to prepare themselves for current and future jobs and to satisfy their intellectual curiosity.

In a radical reboot and rebuild, ANU developed modular degree structures and administrative processes to enable students as designers. It rewrote what was possible and opened up choices to students on a staggering scale. Academics and administrators representing the broader University community were brought together and formed the Double Degree Project Management Group to embark and implement this profound undertaking.

Our simple thought experiment was to imagine every student at ANU as a double degree student. When students were asked why they chose a flexible double degree at ANU they told us about the 'many future career options' and being able to 'maximise results for the least amount of time' as the key reasons.

Some of the more than 300 combinations selected were expected, as with criminology and psychology. One ANU

student specifically transferred into the flexible double degrees from a pre-fixed combination because it offered her the chance to undertake the bachelors of psychology and criminology together. She thinks this will be a great fit as she can increase her theoretical knowledge of psychology while keeping her career options open.

Another student, who is undertaking a Bachelor of Languages/Bachelor of Medical Science, told us that she couldn't find this combination at any other university and she would have had to 'sacrifice' one of the disciplines she loves. She was excited to know that she could choose a career path that very few people would be able to do.

Flexible double degrees at ANU have been so successful due to the efforts of the Double Degree Project Management Group implementing a sector-first innovation in an engaged and collegial way that will have a positive and enduring impact on students. These innovative changes to curriculum at ANU mean students now have greater control in pursuing their intellectual passions and career aspirations, resolving conflicts of the head and the heart, to transform their destiny and that of their country, region and the world.

**“The real attraction of the flexible double degrees is the opportunity to combine very diverse disciplines and unlike traditional double degrees, having the full range of subject and elective options available in both degree streams.”**

Student



# CANDIDATE

## Citation for Outstanding Contribution to Student Learning



### Dr Cormac Corr

Research School of Physics & Engineering

ANU College of Physical & Mathematical Sciences

#### Citation

For sustained contribution to building a vibrant and energetic learning community for ANU physics students that allows them to develop lifelong skills

#### Synopsis

Cormac Corr is a dedicated teacher who effectively engages students in ways that support their learning. Through his enthusiasm and passion for teaching physics, Cormac promotes a learning community both inside and outside of his courses to motivate and inspire students to develop problem solving, critical thinking and communication skills. Well-educated graduates and a vibrant education culture benefit the broader community since many graduates pursue careers in education, government and the private sector.

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

My motivation as a teacher is to inspire students to reach their full potential and to gain the skills and knowledge to advance within their chosen career pathway, and also in life in general. I do this by creating a welcoming and open learning environment to help students feel at ease and enjoy their course and their community. Whenever I teach, I am also learning and this gives me a great sense of satisfaction. I find it hard to hide the fun and excitement that I am feeling and this comes out during lectures.

I design my courses to use varied methods of learning to ensure each student has the chance to play to their strength. This also helps students understand how they learn best, a fantastic life skill in general. I use a mix of teaching tools that appeal to the broad range of learning styles and the fact that students vary in lots of ways (varied backgrounds, prior experiences of learning, declarative knowledge, ways of thinking, dispositions). The tools I use are lectures, in-class problem solving, laboratory work (individually and in groups), oral presentations, report writing, in-class and online discussions, spontaneous class quizzes with self-assessment, and online pencasts (animated pdf with voice over) that give a step by step demonstration of how to solve problems.

Using student feedback from previous years and evidence of student learning in the courses, I adapt my teaching practices. I use a blended approach that involves real time problem solving on a whiteboard, overhead PowerPoint presentation for visualisation of the physics concepts, in-class debates to create the learning community and timely feedback (in class and online).

Within the class I study student facial expressions and body language to inform me of how the class is progressing. Being responsive in class ensures that the concepts being taught are also being understood. I speak to students outside of class in an informal setting to obtain feedback as the semester progresses.

I use online resources (e.g. ANU Wattle site), as well as one-on-one time, to provide regular and timely positive feedback to students.

To me, the environment a teacher creates is vital to facilitate the students' construction of their own knowledge and understanding, by guiding them, prompting them and creating a safe and supportive space where they can learn. I feel openness and humility engenders a relaxed and engaging learning atmosphere.

**“Very engaging lectures in a friendly environment, encouraging learning, excellent support and feedback from lecturer to an all round excellent course”**

Student

**“Cormac brought the course material to life, explaining it in a way that allowed me to gain a firm understanding of the course material”.**

Student

# CANDIDATE

## Citation for Outstanding Contribution to Student Learning



### **Dr Bjoern Dressel Ms Sarah Cameron**

**Crawford School of Public Policy  
ANU College of Asia & the Pacific**

#### **Citation**

For inspiring students on a journey of discovery in the social sciences through innovations in research methods teaching.

#### **Synopsis**

Bjoern Dressel and Sarah Cameron work as a complementary team to deliver POGO8096 Research Methods at the Crawford School of Public Policy. Their innovative approach to teaching equips students with an understanding of the scientific endeavour that underpins research, exposes them to how a range of methods are used in practice and provides them with both the tools and the inspiration to embark on their own research adventures.

#### **The team's approach to teaching and supporting student learning**

Although Harvard professor Gary King has argued, "If you could learn only one thing in graduate school, it should be how to do scholarly research", good training in research methods in Australia has been a scarce commodity. Bjoern and Sarah

have taken that as a challenge. Working as a team, they have designed and delivered a unique methods course that generates enthusiasm for the subject as a foundation for the discovery of the social world.

A team-based, research-led approach is fundamental to Bjoern and Sarah's vision of how to teach research methods to postgraduate students. Recognising that each researcher will specialise in a particular approach, they see part of their role as exposing students to a range of perspectives and experiences via team teaching. This encourages a culture of understanding and respect for different research approaches. They achieve this firstly through working together as a complementary team; Bjoern is a qualitative, mixed-method US-trained political scientist whilst Sarah has built advanced expertise in quantitative methods as part of her PhD. Secondly, they invite a number of guest speakers to talk about their research—allowing students to learn directly how academics make informed decisions about methods in light of specific issues being studied.

Bjoern and Sarah use inquiry-based learning to engage students with course material in a way that is directly relevant to their work. They do so by introducing real world examples which provide students with practical opportunities to apply the course concepts. In particular, they use two class projects as reference points: the Millennium Villages Project, a hotly debated Jeffrey Sachs-led series of major developmental interventions in Africa, which they use to help students realise how difficult it is to evaluate program outcomes rigorously; and the Australian Election Study, a national survey that takes place after each Federal election, which Sarah uses to guide students through the course segments on quantitative data collection and analysis, including lab sessions. These projects give students an opportunity to critically reflect on the practical challenges of research and to have their own adventures engaging with real world data. Bjoern and Sarah's teaching and support have helped transform how their students – current and future policy leaders from

Australia and around the world – engage with research to formulate evidence-based policy. Their unique team approach has fostered a sense of community among students and academic staff, and more broadly helped to inhabit an underdeveloped space within the ANU College of Asia & the Pacific, ANU and Australia.

**“The attitude of the lecturer [Bjoern] was outstanding, and his enthusiasm to expand the knowledge of his students was exemplary.”**

Student

**“Sarah is a terrific teacher who enhanced my learning experiences in the course. The exercises used throughout the course were thought provoking and facilitated an in-depth understanding of the course content.”**

Student

# CANDIDATE

## Citation for Outstanding Contribution to Student Learning



### Dr Linda Stals

**Mathematical Sciences Institute  
ANU College of Physical  
& Mathematical Sciences**

#### Citation

For a successful approach to engaging a wide group of students to learn mathematics.

#### Synopsis

Linda Stals has engaged a wide group of students to learn mathematics by conscientiously giving them reasons to put the effort into learning mathematics. This involves the use of straightforward but effective tools, such as recognising that different groups of students will be motivated to learn mathematics for different reasons, by constantly showing the students how the mathematical tools can be used in real life settings and incorporating examples from her own research.

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

The underlying principle that determines my teaching philosophy is clear; I love mathematics. My interest in mathematics developed because I have always been passionate about science, and mathematics is the language of science.

Through my research, I have been fortunate to have the opportunity to work with geologists, computer scientists, plasma physicists, astronomers and economists. I have also had students from areas such as forestry, economics, environmental modelling, biology, physics, chemistry and psychology. These interactions give me the opportunity to see firsthand how mathematics is used in many different areas.

My experience of interacting with different disciplines translates into a deep-rooted belief that mathematics is useful to everyone. Not everyone has to become a mathematician and not everyone will see beauty in mathematics in its own right, but mathematics is a fundamental tool underlying all of the sciences. Acknowledging the strong connection between mathematics and science leads to ways to motivate students to learn mathematics.

Mathematics can be a difficult topic to learn. Just think about the underlying meanings and implicit consequences of a given mathematical symbol. A single equation translated into English could fill pages of text. I do not believe that students should be shielded from such difficulties, as it is the expression of concepts in abstract terms that allows people to translate ideas developed in one setting for use in many different settings. Rather I feel it is important to show the students what can be gained by understanding the mathematical tools available to them. The approach that I take is to ask why a student would put effort into learning the material.

I incorporate a number of techniques into my teaching to motivate students. For example, before starting any new topic, I discuss why that topic is of use or why it is needed. This may involve explaining that some notation or tool is needed to look at a problem in a more general setting. I may give an overview of some application where the mathematical concept is used. These additional examples are not always part of the official course content, they are insights intended to demonstrate to the student why the material is of use to them. It is important to show the students that the tools they are learning can be used in situations that reach well beyond the artificial environment of a textbook. They are developing a skill set that will be of use throughout their future careers.

**“Linda was more of a teacher than a lecturer and this is what I most appreciated. She was focused on getting us to understand the material, as opposed to just presenting it”**

Student



# CANDIDATE

## Citation for Outstanding Contribution to Student Learning



### Dr Trang X Ta

School of Archaeology & Anthropology

ANU College of Arts & Social Sciences

#### Citation

For an innovative approach to engaging undergraduate and postgraduate students in a collaborative, creative and community-oriented learning process that encourages original research and intellectual development.

#### Synopsis

Trang X Ta has extended the pedagogical principles of community-based learning and public scholarship to challenge students to communicate the importance of understanding health and medical issues from a critical medical anthropology perspective. This perspective takes into account how structural inequities shape conditions of illness and well-being. Teams of undergraduate and postgraduate students work collaboratively employing their research and critical thinking skills to design a multimedia public information campaign that is informative, compelling, creative and original.

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

As a teacher and anthropologist, I am continually looking for inventive ways to communicate the plurality of expressive human practices. I approach pedagogy with the same determination and enthusiasm as I approach scholarly research.

In my courses, I work to encourage critical engagement, reflexive analysis, and creative application. One example of how I incorporate all three goals of teaching is in the Medical Anthropology and Public Health Awareness Fair, an innovative assignment designed specifically for the Medical Anthropology ANTH2026/6026 course within the School of Archaeology and Anthropology. The assignment challenges students to collaborate and to communicate the importance of understanding health and medical issues from a critical medical anthropology perspective that takes into account how structural inequities shape conditions of illness and well-being. Students are asked to employ their research and critical thinking skills to design a multimedia public information campaign that is informative, compelling, creative, and original.

At the end of the semester, the campus fair serves as a community forum to unveil the campaigns, to collect feedback for future campaigns, and to showcase how student efforts matter in a practical way beyond the classroom. The assignment represents the cohesion of theory and praxis to deepen engagement with the interdisciplinary material and encourages students to articulate their application of medical anthropology in a publicly oriented manner on a health issue that is relevant to the wider community.

The inspiration for my courses arises from my teaching philosophy of incorporating public scholarship, research-led teaching and student-centered learning. The Medical Anthropology course attracts a diverse range of students from the sciences, social sciences and humanities and there is an acknowledged need to link theoretical learning in the classroom to informed practice outside of the classroom.

Each of my teaching experiences has taught me that one of the main responsibilities of teaching is to provoke critical reflection of our collective existence. I hope to continue to develop tools for students to apply what they learn in the classroom to social projects that are significant to themselves and to multiple communities.

Moreover, the community-based forum for presentation is an opportunity to receive direct and diverse feedback on their research through engagement with the greater ANU community because learning to discern the many modes of critique from peers and the public is part of the learning process.

I want the students to find the material in every course I teach to be relevant in their lives and to inform how they interact in the world. I will continue to grow as a teacher and lifetime learner and I hope that students will find my courses to be a space that fosters their active inquisitiveness with kindness and respect.

I believe innovation in education is a recognition that innovation comes from the students, and we need to create the space for their creativity and imagination to manifest in a myriad of unpredictable ways leading them down unexpected, but worthwhile, trajectories.

**“Ta’s approach to pedagogically sound innovation is significant in many ways, not least of which for guiding and inspiring her own students to be brave – and innovative – in their own intellectual endeavours.”**

Colleague





# CANDIDATES FOR THE **Award for Excellence in Tutoring or Demonstrating**

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**Dr Rolando Ochoa**

School of Sociology  
ANU College of Arts & Social Sciences

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**Dr Jill Sheppard**

School of Politics & International Relations  
ANU College of Arts & Social Sciences

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**Ms Dana Hanna**

Research School of Economics  
ANU College of Business & Economics

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**Mrs Sherene Ozyurek**

ANU Legal Workshop  
ANU College of Law

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# RECIPIENT

## Award for Excellence in Tutoring or Demonstrating



### Dr Rolando Ochoa

School of Sociology  
ANU College of Arts  
& Social Sciences

#### Synopsis

Rolando is a Sociologist who works on crime and focuses his research on serious crimes, organised crime and Latin America and the Asia Pacific Region.

Having given some lectures in the past, and taught high school in his native Mexico, the criminological theory course he is currently teaching is Rolando's first tutoring experience. He believes in the fostering of critical thought, analytical abilities and encourages respectful debates about ideas, theories and methods. He believes the vast diversity of histories found in a multicultural classroom is an endless source of wealth which can enhance the cognitive development of students as well as their overall human experience. He channels all of this into a respectful, free, but guided, tutoring environment which students have labelled as being "always interesting and thought-provoking" as well as a place where "different viewpoints [are] always

considered".

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

I believe in the need for assisting students in finding the most effective and elegant answers to sociological puzzles, joining together theory, empirical research and policy. How does crime evolve over time? What mechanisms intervene to create offenders? How do people react to crime? What does the interaction of crime, the state and society tell us about a particular region or country? How are crimes defined in different societies? In order to tackle such questions, I believe students must first understand how to address them, what hypotheses to generate to test against empirical evidence, and, with which theoretical approaches to engage. Students' questions are unique and are built upon a particular view of an underlying reality, thus they can be structured by a multitude of variables and theoretical perspectives. My focus therefore as a tutor, is to facilitate a space in which students can be free to acquire the specific knowledge base and theoretical tools they require to create their own narratives to explore a specific line of inquiry or social fact. I believe in encouraging independent, critical thought in students as a key tool to approach their sociological questions.

Successful course and tutorial development is a key ingredient in the facilitation of learning. This means not only using the material given in the lecture but also engaging students' natural curiosity to elicit interesting classroom discussions which foster critical thinking skills. This can be done in a number of ways. Open, but guided, discussions are one of them. The availability of multimedia access in the classroom opens the door not just for planned audiovisual engagement but also for spontaneous exploration, be it of film archives, recent news items, specific websites etc. that can illustrate and engage students beyond the texts and the ongoing tutorial discussions and cater to their visual and auditive learning skills.

I teach because I am passionate about it, I am passionate about engaging with

students and contributing to their learning process.

I am also passionate about the topics I teach such as sociology, organized crime and the effects of crime on people and communities, their lives and their decision-making processes. I feel that teaching/tutoring is valuable because it provides students with new perspectives on questions they might not have given much thought to, either in their own countries, regions or in those they are studying. While my goal is to give undergraduate students the tools to answer their own questions, likewise, my goal is also to ask them the right questions in order to make sure they have constructed their own answers using theoretical and empirical rigour.

**"[Rolando's] enthusiasm for his subject is contagious ... beyond this, Rolando's knowledge of his subject is comprehensive and his communication style makes complex ideas easily accessible and understandable."**

Student

## RECIPIENT

# Award for Excellence in Tutoring or Demonstrating



## Dr Jill Sheppard

School of Politics & International Relations

ANU College of Arts & Social Sciences

### Synopsis

Jill teaches in the School of Politics and International Relations with two main focuses in mind: the pastoral care of her students and preparation for post-university life. Jill is always accessible to students, with an ‘open door’ policy and priority attention given to all student communications.

Pedagogically, her approach has evolved from transmitting factual information to improving students’ capacity for critical analysis by understanding and debating conceptual frameworks.

Jill’s emphasis on contemporary examples, research expertise in political behavior and public opinion, and professional experience combine in classes that are both vocationally practical and intellectually stimulating.

### Jill’s approach to teaching and supporting student learning

Teaching first year students in Introduction to Politics (POLS1002), I encounter (mostly) young adults facing the transition into university life, and contemplating their eventual transition into working life. Many begin to question their decisions. Are they in the right course? Have they picked the best program to get a job? Is ANU the place for them?

To assist with the transition into university life, I want three things for my students: to excel in their studies, to get good jobs when they graduate, and when they read or listen to the news, I want them to be able to explain seemingly random political events and debates. By announcing this at the start of each semester, my students know that I am on their side. I also tell my students that while I cannot hand out excellent grades to all of my students, I will teach them to critically analyse information, formulate and understand theoretical frameworks, and write clearly and forcefully. These three skills will improve their academic performance beyond my course and, beyond university, help them to solve the problems of government in Australia and abroad.

I employ an open door policy with students able to drop in to my office whenever they wish. Emails from students are answered immediately when possible, including at evenings and on weekends. My emphasis on pastoral care is evidenced by student evaluations and references. I use humour and empathy to engender my students’ trust, helping many of them — particularly those in rural and outer suburban areas — to find their feet in Canberra and at ANU.

I frequently reflect upon my teaching strategies and believe in the importance of listening to my students’ opinions and needs for continuous improvement. More recently, I introduced a mid-semester teaching evaluation, to obtain and respond to students’ feedback and suggestions

**“As a rural student, away from home during my first semester of university, I found myself in a position where I wasn’t happy in my chosen degree. Jill offered me invaluable advice and constant support, assisting me in working out a pathway that suited me.”**

Student

**“She is contagiously passionate about academia as well as teaching and it is this that motivates her students to succeed. They are willing to work harder for her because she is willing to walk an extra mile for them.”**

Student



## CANDIDATE

# Award for Excellence in Tutoring or Demonstrating



## Ms Dana Hanna

Research School of Economics  
ANU College of Business & Economics

### Synopsis

Dana Hanna is an Associate Lecturer and PhD candidate with the Research School of Economics. Her enthusiasm and high quality tutoring are well known within the School. She has been awarded the ANU College of Business and Economics Award for Excellence in Tutoring in both 2009 and 2014. Dana's students consistently note that she is "caring and friendly" and "one of the best tutors in the Economics department".

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

I love teaching economics. After completing my undergraduate and honours degree I spent six years in the workforce as an economist. However, I came back to tutoring because I think economics is awesome. Being in a small room and explaining the concept of marginal analysis and seeing the light click on in students' eyes is one of the most amazing experiences. I teach because I love imparting the interest and fun of economics. I find that my

enthusiasm and love of the subject enables me to approach it from a different angle and many of the students respond to my enthusiasm in kind.

For me, teaching is not just about walking into the classroom and delivering answers – it's about connecting with the students and fostering a love of economics. I spend time getting to know my students and providing them with information and tips on how to study and sit exams, as well as working with them to solve each week's tutorial problems.

I believe economics is akin to learning a foreign language. To engage students in the tutorial, I emphasise that the concepts that we learn about are things that many of us deal with day-to-day, in the tutorial we are just developing a specific language around these decisions and formalising theories about them. I think it's very important in the study of economics to apply the concepts that students are learning to 'real life' situations that they are familiar with and to spend some time putting many of the seemingly unrelated topics back together into the 'big picture', seeing how all the pieces of the puzzle fit together.

I begin every tutorial with a short synopsis of key lecture material from the preceding week. These will either be topics that I know may be harder for the students to grasp and/or are particularly relevant for answering the tutorial questions. This allows students to see a stronger link between the lecture material and their tutorial questions. I also believe it is very important that students understand the theory, enabling them to more easily apply it to problems.

I take pride in the work that I do at ANU and in being the best tutor that I can be. I have a passion for seeing students come to love economics and in assisting others within my department become better tutors. My enthusiasm for what I do is evidenced in my Student Evaluation of Learning results, my receipt of the College Excellence in Tutoring Awards and in the trust others in the department put in my skills to train other tutors.

**“Dana was excellent at relaying very difficult information in a way that was easy for students to understand. Her use of theory as well as the questions in tutorial were always helpful”**

Student

**“Dana's knowledge of different methods and her flexibility in catering to individual learning styles is so highly valued. Her ability to cater to these requirements made her a favourite by all as she simplified concepts to what students were familiar with.”**

Student

# CANDIDATE

## Award for Excellence in Tutoring or Demonstrating



### Mrs Sherene Ozyurek

ANU Legal Workshop  
ANU College of Law

#### Synopsis

Nominated twice, Sherene won the Education Nominee Award in the College of Law in 2014 through her passionate work as a practice mentor and subject mentor in the ANU Legal Workshop. She tutors in a wide range of law subjects, including property, civil, commercial, ethics and consumer. Sherene is also a practicing senior lawyer and recognised by the Law Institute of Victoria and her peers as an accredited specialist in Immigration Law.

The ANU Legal Workshop is a very unique online course that prepares students for admission into the Law. Sherene draws on her real-life experience to develop students' transition from the academic approach to law to the real-life professional practical simulation approach this course delivers. This transition requires tailored strategies to alleviate any complications the students may experience. These tailored strategies creates a trustworthy environment for her students to approach her with honest

insights to the course. She is then able to provide Convenors with a unique perspective from both a tutor and student view, to assist in the future development and success of the course.

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

The course's unique virtual firm environment allows students to interact and develop their legal skills, including regular firm web-conferences that raise practical issues a student may encounter as a lawyer.

To motivate and inspire my students and help them achieve their maximum potential, I have adopted individualised strategies, which encompass a considered approach of methods and mediums for each firm/student to encourage their curiosity and interest in this course structure. This approach results in enthusiasm that is channelled into achieving high results for firm based work. This allows students to find practical solutions, which mimic real life where a lawyer may never meet a client and only communicate via the same online methods.

In preparation for web conference discussions, students are tasked to research specific topics. By prompting them to consider a different perspective, I am able to raise and encourage discussion in areas where I have identified the firm or individuals within the firm require specific guidance. By encouraging discussion in these areas, I can empower students to take advantage of the forum to voice their opinions and raise any additional issues that they require guidance on. These impromptu discussions aim to provide an indirect benefit to the firm and the individual and extend their understanding of how to resolve and discuss issues in a practical approach in alignment with the course objectives.

During my development of certain firms where cultural issues were identified, I adopted an individualised approach to feedback within the firm environment, engaging with students to develop them into team players. This approach ensured students recognised the benefits and

importance of adhering to a collaborative firm environment, resulting in such firms excelling throughout the course.

Developing a trustworthy environment as not only their tutor but also their mentor, I am able to keep Convenors abreast of any issues and offer solutions that best suit the needs of the student/firm in question to encourage continuous learning.

This open and transparent environment, coupled with a strong and open relationship with the Convenors allows for an efficient and valuable exchange of feedback between students and Convenors that will ultimately lead to valuable feedback in the future development and success of the course.

**“High praise indeed! It is just wonderful to see a student acknowledge you for the difference you have made to him, your dedication and the quality of your teaching – congratulations!”**

Colleague





**33** inspiring  
individuals  
& teams

excellence

drive

talent

commitment

dedication

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