



Australian
National
University



RECOGNISING EXCELLENCE

2017 Vice-Chancellor's Awards
for Excellence in Education

ANU Promoting Excellence

Centre for
Higher Education,
Learning and Teaching



21 inspiring
individuals &
teams



excellence



drive



commitment



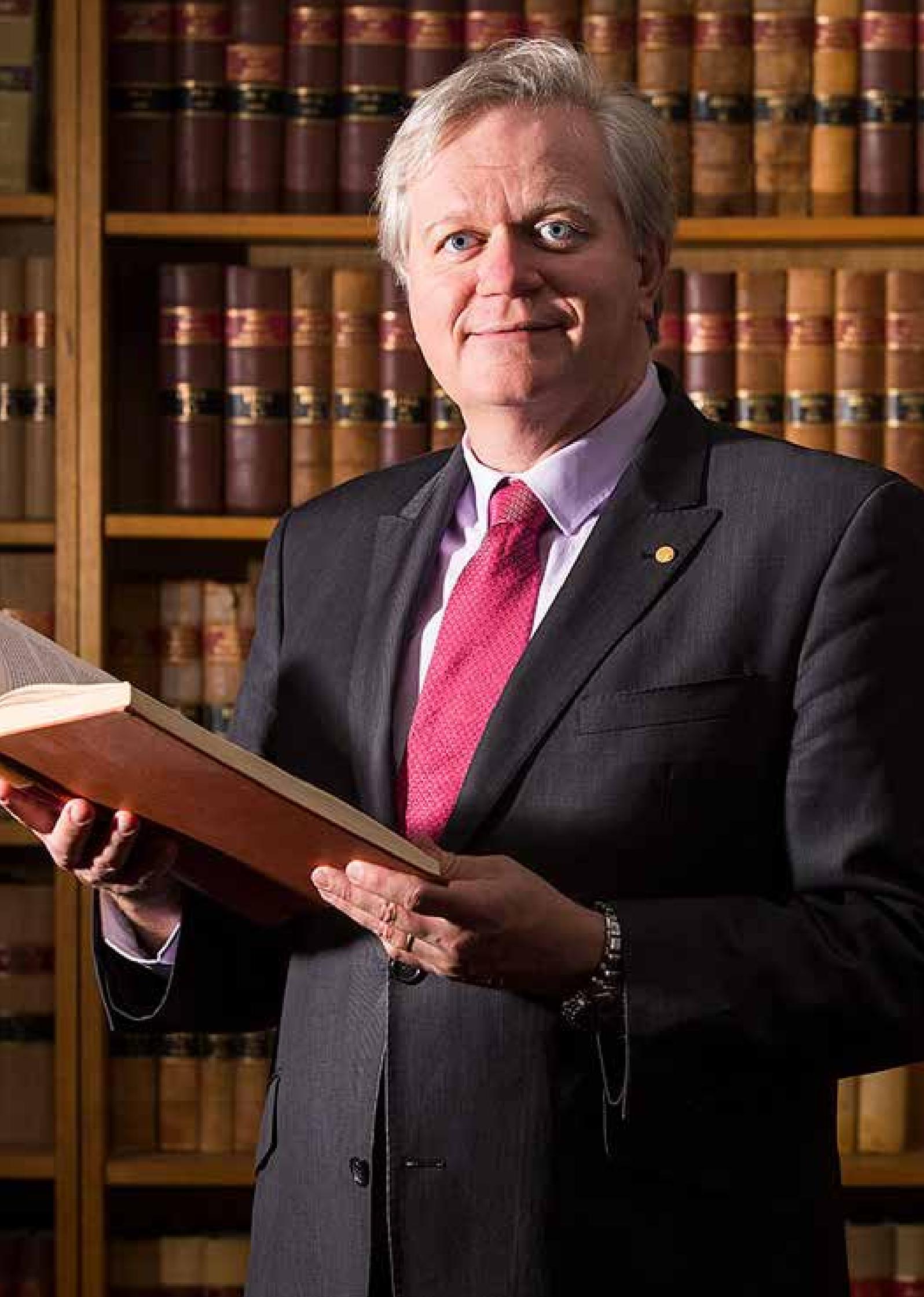
Recognising Excellence

The Australian National University (ANU), 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.

Most of us can think of at least one or two teachers who have inspired, elevated and instilled in us a profound love of learning and the aspiration to make the best of our lives.

At ANU we have many of these teachers, and they are the people who make our university the excellent institution that it is. It takes special people to be great teachers. People of true vision and passion who are able to engage their students in such a way that learning becomes a pleasure.

Surely there can be no greater gift in life than the gift of learning. A great teacher provides us with a hunger for knowledge that we carry with us for the rest of our lives. Great teachers can inspire us to become great teachers ourselves, and it's our challenge to push ourselves to become as good as the generation we learnt from.

Excellence in Education is one of the key tenets of our university, and one of the pillars upon which we stand. So it gives me great pleasure to be able to recognise and reward the teachers who make greatness in education at ANU an everyday occurrence.

In this booklet, which describes the candidates and recipients for the 2017 Vice-Chancellor's Awards for Excellence in Education, you will read about some remarkable people.

These teachers all have in common the love of being able to bring out the potential in each and every one of the students in their charge. They all use innovative, modern resources and teaching methods and through these they are able to engage their students.

I would like to thank all of the candidates and recipients of the 2017 Vice-Chancellor's Awards for Excellence in Education for their hard work and to congratulate them on their success.

Professor Brian P. Schmidt AC

Vice-Chancellor and President
The Australian National University

CANDIDATES FOR THE Award for Teaching Excellence

Dr Huda Al-Tamimi

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

Dr Andrew Bradly

Research School of Management
ANU College of Business and Economics

Dr Jason Payne

Early Career

School of Sociology
ANU College of Arts and Social Sciences

Professor Michael Platow

Research School of Psychology
ANU College of Medicine, Biology and Environment

Dr Creina Day

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

Dr Ryan Goss

ANU College of Law

RECIPIENT

Award for Teaching Excellence



Dr Huda Al-Tamimi

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

Synopsis

Dr Huda Al-Tamimi is a Convenor and Lecturer of the Arabic Program within the Centre for Arab and Islamic Studies. Huda has a PhD from ANU, with her research project being an investigation of *The Changing State for Iraqi Women: Political and Social Mobilisation for Iraqi Women Members of Parliament Post-2003*. She also has an MPhil and a Postgraduate Diploma in Education from Massey University, NZ, a BA in English Literature from Mustansiriyah University, Baghdad, and a Graduate Diploma in Applied Linguistics and Language Teaching from Trinity College, Dublin. Huda is an Iraqi national who has travelled widely across the Middle East and around the world. Arabic is her first language. She also has extensive postgraduate education in Applied Linguistics and Language Instruction.

Huda's approach to teaching and supporting student learning

My teaching philosophy is that university-level language instruction is far more than a job. It presents me with the opportunity to make a positive impact on students' lives by enriching their understanding and appreciation of multicultural concepts.

I employ a variety of teaching strategies to engage, challenge, and inspire students towards sharing my passion for Arab and Islamic culture. Language acquisition represents an important starting point for exploring the cultures and histories that are expressed and passed along in that language across time. Introducing my Arabic students to the rich body of literature enhances learning outcomes by exposing them to multiple

examples of syntax and linguistic devices across literary genres and throughout history. Therefore I encourage students not only to learn the most prominent Arabic literature from past to present, but also to pursue additional readings of particular interest to them.

I deeply respect university education and believe that inspiring students to truly grasp and understand elusive concepts and problems, as opposed to rote memorisation and reiteration, is one of the most effective tools for supporting sustainable learning. This results in lectures that are dynamic, holistic and intellectually stimulating. I work hard to increase students' motivation to learn by capturing their attention, illustrating the relevance of the content to their individual lives, and building confidence by celebrating their successes. I introduce novel and surprising activities like games, role-playing, and hands-on activities to seize their attention. Using a variety of delivery methods addresses differences in students' learning styles and also reinforces the relevance of the materials being learned. I also make use of DVDs, multimedia, online tools and internet research, literature and art reviews, short lectures, and small discussion group formats to supplement my coursework.

I have recently published a book nominated for the 'Arabic Creativity Award', 2015, entitled *Arabic Literature through History*. My research includes the teaching of Arabic as a second language as well as a study of the changing role of women in Iraqi politics.

"Huda is an incredibly knowledgeable and interactive teacher, engaging lectures that were both stimulating and informative, definitely my favourite course of the year!"

Student comment

"She gives students a strong understanding of Arabic culture and passion for the Arab way of life, and conducts lectures with utmost professionalism, teaching experience and charisma that surpasses that of many lecturers."

Student comment

RECIPIENT

Award for Teaching Excellence



Dr Andrew Bradly

Research School of Management
ANU College of Business and Economics

Synopsis

Passion for student learning and industry relevance are hallmarks of Andrew's approach to teaching, supported by more than 18 years of higher education teaching experience in Australia, China, Singapore, and the United Arab Emirates. From 2010 to 2016 he taught and convened 30 international business and management courses in the Research School of Management, nearly double the standard teaching load. Not only has he managed a much higher teaching load, but Andrew also demonstrated his capacity to meet the complex demands associated with teaching 14 different courses during this seven year period.

While showing a command of these diverse subject areas, he has been equally adept at designing curricula for students of different age groups, levels of education, prior knowledge, and class sizes. Andrew is renowned for his applied approach to teaching and his concern for students and their learning. Moreover, the value he places on teaching quality is evident through the guidance he provides to lecturers and tutors in his role as Deputy Director (Education).

Andrew is the recipient of the ANU College of Business and Economics Award for Teaching Excellence (2011 and 2016), an Australian Award for University Teaching (AAUT) Citation for Outstanding Contribution to Student Learning (2013), and the UniJobs Lecturer of the Year at ANU (2012). He was also a nominee for the ANU College of Business and Economics Award for Teaching Excellence (2015), and the ANU Vice-Chancellor's Award for Teaching Excellence (2015).

Andrew's approach to teaching and supporting student learning

As a lecturer I have three overriding goals with respect to teaching and student learning. First, I want to engage with my students. For me this means showing interest in the students' learning journey and aspirations as individuals. Second, I want to inspire in students an interest in the areas of business and management so they become committed to deepening their own knowledge and skills.

Finally, I want to challenge student perceptions and ideas about business and management practice. To this end, I strive to demonstrate why good management and business practice matters – to individuals, their organisations, and their nations.

My goals for student learning are achieved when my students have not only demonstrated competence in the subject area but have become enthusiastic to learn beyond the boundaries of the course with the motivation to learn more. If I can inspire my students to take ownership of their learning and give them the tools on which to build their understanding, then I have achieved this goal. Students typically characterise my courses as engaging and industry relevant, yet academically rigorous.

“Thank you for being such a great teacher. Your teaching goes beyond the classroom. The humanity, ethics and values that you instil in students is perhaps as rich and valuable as the formal course content. Your teachings have made a significant difference to my professional and personal life. Thank you for the confidence you instilled in me.”

Student feedback, SELT 2014

RECIPIENT

Award for Teaching Excellence

Early Career



Dr Jason Payne

School of Sociology

ANU College of Arts and Social Sciences

Synopsis

Applied criminologist, Dr Jason Payne, is committed to scaffolding student learning through a journey punctuated by genuine, contemporary and authentic criminological experiences. After 12 years in government research, Dr Payne brings to the classroom a philosophy that genuine change in the Australian criminal justice system can only be achieved by a new generation of research-literate and quantitatively-confident criminal justice practitioners, policy makers and researchers. Having commenced university teaching as recently as 2014, Jason's integration of theory and practice into the criminology curriculum has exceeded early-career teaching expectations. His commitment to innovative and reflective practice, both inside and outside the classroom, has been strongly endorsed by his colleagues and evidenced through exceptional student evaluation results, feedback, and his receipt of the ANU College of Arts and Social Sciences Award for Teaching Excellence in 2016. Taking a collegial approach, Dr Payne is committed to leading criminology in its development as a truly interdisciplinary experience for students who, above all else, will have the confidence to understand criminological data, to interpret criminological research, and through these skills, challenge the outdated doctrines of our discipline.

Jason's approach to teaching and supporting student learning

My approach to teaching has evolved to meet the challenges of a rapidly changing landscape. In the teaching of criminology we are confronted not only with a plethora of seemingly impossible and intractable policy problems, but also with a new generation of students who have qualitatively different expectations about their criminological education. As 'digital natives', our students

are, more than ever before, exposed to a form of editorialised criminology that has been modified for entertainment purposes and results in, at best, a superficial understanding of key cognate issues at the click of button. My approach to teaching, therefore, is to scaffold students beyond this shallow understanding of their discipline, empowering them with knowledge, skills, and above all else, confidence to translate into practice even the most complex criminological research. I aim to encourage students to see the value and impact of their discipline beyond the classroom and, in so doing, develop an appreciation for the real-world application of criminology.

Importantly, this demands a level of engagement, both inside and outside the classroom, that connects with students in ways they feel comfortable and confident. In my teaching, I employ the use of non-traditional teaching styles (such as the flipped classroom) and contemporary communication platforms (including Twitter and Socrative) to engage students beyond the lecture. My personal teaching approach and methods are founded on the philosophy that through genuine, contemporary and authentic criminological experience, research-literate and quantitatively-confident students can be empowered to reject the status quo and lead genuine transformation in the Australian criminal justice system.

"I have never met a teacher who has had such an inspiring effect upon his students and colleagues in such a short period of time, nor such a positive practical impact."

Associate Professor Alastair Greig, School of Sociology

"Teaching quantitative skills to social science students is always a challenging task. Jason succeeds in not only clarifying concepts, but does so in an engaging manner that enthuses students to recognise their potential. Teaching of this quality deserves recognition."

Dr Joanna Sikora, School of Sociology

RECIPIENT

Award for Teaching Excellence



Professor Michael Platow

Research School of Psychology
ANU College of Medicine, Biology and Environment

Synopsis

In a teaching career that has spanned more than 30 years and three countries, Professor Michael Platow has blazed a trail of excellence through his engaging and student-centred approach. As a lecturer in Social Psychology, Professor Platow opens his students' eyes to the concept of social identities, and views students as colleagues, co-producers of knowledge and the next generation of psychologists. He sees teaching as a craft that entails cycles of evaluation, innovation and enhancement and has worked hard throughout his career to perfect an approach that fosters deep learning and independent, critical thinking. Professor Platow has received consistently positive undergraduate student feedback throughout his career, and is in high demand as a supervisor. Of the many students who have benefited from his teaching, several have gone on to prominent positions at leading educational institutions around the world. Professor Platow's teaching excellence has been recognised on many levels, including an Australian Award for University Teaching (AAUT) Award for Teaching Excellence (2016), an ANU College of Science Award for Teaching Excellence (2011), and a Carrick Citation for Outstanding Contribution to Student Learning (2007).

Michael's approach to teaching and supporting student learning

My approach is informed by my own psychological research on leadership. Successful leadership entails building a shared 'social identity' – building a sense of 'us' as special and valuable – and then embedding that identity with meaning and structure that allows group members to achieve both personally and

collectively. The critical medium through which successful leadership emerges – and individual and collective achievement – is this shared social identity. There is no difference between this analysis of leadership and my endeavours in teaching and learning. Successful teaching entails the creation, championing and embedding of a collective sense of who we are as capable and independent learners, and – in the specific case of my own discipline – a sense of who we are as psychologists.

Teaching for me is not an impulsive practice; it entails cycles of evaluation, innovation, and enhancement. Students are colleagues, co-producers of knowledge, and the next generation of psychologists. In this way, I work with students in the development of their own burgeoning social identities as psychologists.

Of course, successful teaching does not end with just creating a social identity. It entails embedding that identity within the very practice of pedagogy. It is through the medium of the shared social identity that the students become inspired and develop their own command of the field; and it is through the medium of the shared social identity that I am able to guide my interactions, my teaching and my evaluations of the students and my own reflective and scholarly activities to enhance our, the students' and my own, collective learning.

The question is no longer whether social identities are important, but how successful teachers can collaborate with students to create and embed these identities into university classrooms. In my own practice, I achieve these goals through specifically structuring my courses, scaffolding the learning exercises, modelling learning and professional behaviours, and collaborating directly with students in the creation of new lines of inquiry and new understandings of precisely what psychology is, and what psychologists are.

"[Michael's course] has affected the way I view people as a whole."

Current student

"Michael was instrumental in supporting me to transform my enthusiasm into... well-designed experimental studies."

Past student

"I am working for UNICEF in Pakistan. I have just updated...my superiors... on your work.... [I]nternally displaced persons camps...need greater cooperation. These are real baby steps for the UN...I really enjoyed those lectures and I am glad I've been able to use it in a professional, relevant way."

Extract from email, past student

CANDIDATE

Award for Teaching Excellence



Dr Creina Day

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

Synopsis

Dr Creina Day has founded her teaching on the 3Rs of effective learning in post-graduate macroeconomics: relevance, research-led teaching and reflective thinking. Creina is well-known among students in the Crawford School of Public Policy for engaging learning through real-world examples, unique research-led curricula and reflective thinking that encourages students to relate macroeconomics to other disciplines. She has been nominated several times by ANU students for teaching excellence awards, first for the Vice-Chancellor's Award for Teaching Excellence in 2007 (her first year of lecturing) and again in 2015 and 2017. Students have nominated Creina five times in the last six years for the ANU College of Asia and the Pacific (CAP) Award for Teaching Excellence. She received the CAP Award for Teaching Excellence (2016), and a Notable Mention for the CAP Award for Teaching Excellence (2014). Her teaching is hallmarked by infectious enthusiasm and an extraordinary degree of dedication to student learning.

Creina's approach to teaching and supporting student learning

By engaging students through the 3Rs of macroeconomics, Creina's goal 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.

Imagine being asked to embark on learning the Swan-Solow model, endogenous growth theory, endogenous fertility and modern trade theory. Daunted? Disinterested? Now imagine a lecturer who poses some questions, based on real world data. What drives scientists and engineers to engage in research and development and unlock the key to rising living standards? Could we close gender wage gaps and boost education and

population growth? How does trade enable China to grow rapidly by absorbing ideas for new technology? Welcome to Creina's macroeconomics courses and the first pillar - relevance.

Creina has designed curricula based on a second pillar – cutting edge international research in modern macroeconomics. The curricula meet the need of economists to understand key issues in modern macroeconomics and appreciate how to apply these issues in practice. Many of Crawford's students go on to work in research and government organisations in the Asia-Pacific, so particular focus is given to issues that interest students and their employers – why some economies avoided an economic downturn during the Global Financial Crisis, the China resources boom and Australia's exports, the role of demographic change in Asia, to name a few.

Through reflective learning practices, students are routinely asked questions to keep them engaged and monitor their understanding. Macroeconomics resonates with students because together the lecturer and students focus on what it means. Lectures are relaxed, friendly and relevant, which allows students to contribute and communicate freely in an academically stimulating environment. Feedback to improve student learning is timely, user friendly and ongoing.

The success of Creina's teaching strategies is evident through large enrolments with improved student performance and satisfaction. One of her courses attracted a record 145 enrolments. For this same course, the SELT score for overall satisfaction with the quality of teaching was 4.8 out of 5.

“Macroeconomic theories based on advanced mathematical-models may prove overwhelming to anyone, but not if you are a student of Dr Creina Day. She creates such an environment in the classroom that learning feels not only easy and fun but also important and useful. She starts with examples and backgrounds to give a big picture of a theory. She then explains it with mathematical expressions and graphs. She then finishes with intuition and empirical works. As a result, students have complete understanding of otherwise an abstract theory/model. She just didn't teach, she made sure we learnt.”

Student comment

CANDIDATE

Award for Teaching Excellence



Dr Ryan Goss

ANU College of Law

Synopsis

Ryan Goss is a Senior Lecturer at ANU College of Law working on constitutional law and human rights law. After undergraduate study at the University of Queensland, Ryan completed postgraduate studies at Oxford, supported by a Rhodes Scholarship. Appointed Junior Research Fellow in Law at Lincoln College, Oxford in 2011, Ryan taught Oxford undergraduates and postgraduates. Ryan joined ANU from Oxford in July 2013, and in a typical year convenes three courses and teaches into a fourth.

Teaching undergraduates and postgraduates at ANU, Ryan's teaching is driven by a commitment to encouraging students to engage with some of the most significant and serious questions for our democracy. But Ryan's teaching is also animated by a belief that the stories that underpin these areas of law are, and ought to be, thrilling and genuinely exciting.

In 2016, Ryan's commitment to his students was recognised with the ANU College of Law's Award for Teaching Excellence. Ryan's research has been reviewed favourably internationally, and cited by judges of the European Court of Human Rights. His outreach work has been recognised as a joint winner of the ANU Vice-Chancellor's Award for Public Policy and Outreach (2016), and of the ANU Media Award for Improving the Quality of Public Debate (2016).

Ryan's approach to teaching and supporting student learning

One of the things I try to engender in my students is the realisation that, in the sweep of human history, there have been few times and few places where ordinary citizens have had a say in how their country is run – and this is one of those places, and one of those times. The questions defining our

democracy are questions at the heart of constitutional law and human rights law: what can citizens expect of their government? What relationship do we have with our government? How should our representatives be chosen? Who should keep those representatives in check and hold them to account?

These are big and potentially-abstract questions, but, as we discuss in class, the answers to these questions have a dramatic impact on the daily lives of our fellow Australians – and those who wish to be our fellow Australians. As we engage with some of the biggest constitutional law questions, we remember that lawyers meet these questions in the context of individuals who have encounters with governments: young people denied the right to vote, asylum seekers detained by the executive, or prisoners kept in prison even after their sentences have expired. Through the cases involving these individuals' stories, the nation is shaped.

And so, at the national university, my courses encourage students to engage with these questions – to engage as future lawyers, businesspeople, judges, and politicians – but above all as citizens of a democratic society.

Two major influences have shaped my teaching approach. The first is the group of extraordinarily-talented and eye-opening teachers who taught me at Oxford. The second, and perhaps less conventional, is my love of podcasts and the art of narrative story-telling. Pulling these threads together, and informed by the law teaching literature, my goal is to empower my students to see public law as comprising fascinating stories – stories that raise challenging questions of the greatest national significance.

“Ryan has been the most intellectually supportive lecturer I have experienced since Hugh White. He has shaped my perspectives without seeking to push his beliefs. He rose to the challenge of several ideas, with a calm and reasoned alternative view that was influential in allowing me to craft a view on a number of subject areas.”

Student feedback, SELT 2013

“Ryan is one of the most responsive and interactive lecturers I have ever had. He also teaches in a manner that conveys with clarity not only difficult concepts, but a genuine interest in the learning of his students....exceptional delivery of an excellent course.”

Student feedback, SELT 2016



CANDIDATES FOR THE Award for Programs that Enhance Learning

**Foundation Studies for Visual Art
and Design at ANU School of Art**
Mr Gilbert Riedelbauch

School of Art
ANU College of Arts and Social Sciences

**ANU Extension Discovering
Engineering**
Associate Professor Kylie Catchpole
Mr Benjamin Nizette

Research School of Engineering
ANU College of Engineering and Computer
Science

**Inspiring and Training Research
Intensive Educators (I-TRIEd)**

Dr Su Yin Phua
Ms Estee Tee
Dr Kai Xun Chan
Dr Xin Hou
Mr Diep Ganguly
Dr Peter Crisp

Research School of Biology
ANU College of Medicine, Biology and Environment

RECIPIENT

Award for Programs that Enhance Learning



Foundation Studies for Visual Art and Design at ANU School of Art

Mr Gilbert Riedelbauch

School of Art

ANU College of Arts and Social Sciences

Synopsis

The Foundation Studies Program delivers four introductory courses for the ANU School of Art and Design's undergraduate degrees. This first-year program equips students with skills and concepts for future specialised work in Visual Arts and Design. It invites students to experiment and find original interpretations while introducing them to methods and knowledge relevant to their field. Over the last decade, Gilbert Riedelbauch has systematically transformed Foundation Studies courses into a comprehensive and outward looking first-year university program. Distinctive features of Foundation Studies are its longstanding collaborations with national institutions and other ANU teaching programs.

These collaborations, together with continuous renewal of curriculum and content as well as many small and often practical adjustments, have enhanced the teaching and learning experience for staff and students. Improvements to the course's infrastructure and resources, both online and in the teaching studios, have led to a noticeable improvement in students' learning. In 2016 Gilbert received the ANU College of Arts and Social Sciences Award for a Program that Enhances Student Learning.

The Foundation Studies program's approach to supporting teaching and student learning

This program's philosophy and curriculum is guided by a clearly defined purpose; to provide a well-structured and outward looking contemporary first-year program for Visual Arts and Design education. Foundation Studies is recognised for its flexibility and continuously evolving content, while simultaneously improving the quality of education for students within an ever-changing educational environment. It gives students a unique level of direct engagement with sectors of their creative industry and other educational programs at ANU.

Each element of the program is designed to support the learning of the students and to enable staff in delivering their teaching.

As the Head of the program, I am interested in how the educational dialogue between our curriculum, teaching staff and students is planned, structured, resourced, implemented, reviewed and assessed. Students, who bring years of schooling and diverse life experiences to their studies, are valuable partners in this dialogue.

"I must [...] express gratitude for the overall learning process, insects from the entomology department, input from a CSIRO entomologist, coaching from curatorial students and the National Film and Sound Archive personnel. This is why I am so pleased I chose this university for my study."

SELT student feedback 2016.

"Students who come into the later phases of their degree after completing Foundation [Studies], are extremely well prepared for further learning."

Dr Rohan Nicol, Head of Gold and Silversmithing

CANDIDATE

Award for Programs that Enhance Learning



ANU Extension Discovering Engineering

Associate Professor Kylie Catchpole

Mr Benjamin Nizette

Research School of Engineering

ANU College of Engineering and Computer Science

Synopsis

The ANU Extension program provides an enhanced learning experience for Year 11 and 12 students from the ACT College system. High achieving students may undertake super-curricular study into areas such as the sciences, languages and mathematics. In 2014, Engineering was added to the offerings and has shown strong popularity every year since. Student satisfaction is currently at 93 per cent, and the program is also succeeding in attracting females to engineering, with 27 per cent females compared to 20 per cent in first year engineering courses.

The team's approach to teaching and supporting student learning

The ANU Extension Discovering Engineering program forms a key part of the College of Engineering and Computer Science's outreach and recruitment strategy. The teaching philosophy of the course is to guide students to make their own independent and creative contributions to solving the world's challenges. The course provides research-led education in content, by showcasing the University's strengths in solar energy, robotics, biomedical engineering and humanitarian engineering, and in methodology, by using a project-based approach that requires

students to come up with innovative solutions to problems.

This provides maximum opportunity for engagement, and it works; average student satisfaction across years and cohorts is over 93 per cent. In both the 2015 and 2016 graduating class, approximately two thirds of students applied to ANU as their first choice. In 2016 we could say that of the students who changed their higher education preference over the course of the Extension program, 96 per cent have changed in favour of ANU.

The Extension Engineering program is designed to attract and engage students from a diverse variety of groups. In particular, we aim to improve participation and outcomes for female students, and students with a wide variety of interests related to engineering.

The Discovering Engineering Extension Program has been consistently used as a test bed for the large first-year Discovering Engineering cohort. This first-year offering has grown massively in the past several years, from a steady-state of around 220 students in 2014, to 260 in 2015, and 320 in 2016. In addition to the direct benefits of the Extension Program, its existence as an agile, representative test bed has allowed a complete overhaul of both first year material and delivery methods.

"[The course] gave us a good insight into what Engineering is all about. More broadly, it gave us a good idea of what is expected of us as ANU students and gave us a good introduction into how things are done at Uni. Overall, it was a great learning experience for us."

Graduating Student 2015

"ANU Discovering Engineering was a unique, challenging, fun and interactive course. I got to meet new friends who have similar passions and the new semi-Uni learning environment allowed me to excel in my research and studies."

Sophie, Graduating Student 2016

CANDIDATE

Award for Programs that Enhance Learning



Inspiring and Training Research Intensive Educators (I-TRIEd)

Dr Su Yin Phua

Ms Estee Tee

Dr Kai Xun Chan

Dr Xin Hou

Mr Diep Ganguly

Dr Peter Crisp

Research School of Biology

ANU College of Medicine, Biology and Environment

Synopsis

All successful researchers have had great teachers guiding them along the way, but more often than not this happens serendipitously. The question therefore arises: Is there a systematic way to enable sustainable propagation of good teachers and researchers? A chance meeting of several keen undergraduates with some passionate researchers enabled the development of a unique program that has been Inspiring and Training Research Intensive Educators (I-TRIEd) over the past decade — built around an undergraduate biology course, a laboratory, and a self-sustaining pipeline of students-turned-researchers. Based on a model of distributed leadership, the I-TRIEd program promotes excellence in research-led education by linking consistent mentoring with unprecedented independence and self-learning. This has led to a documented expansion in skills acquired, the enhancement of ANU undergraduate, postgraduate and early career researcher

higher educational experience, all of which are geared around increasing research opportunities and ensuring excellence in teaching.

The team's approach to teaching and supporting student learning

I-TRIEd is a training program that enhances student learning by giving both students and early career researchers pioneering opportunities for leadership roles in teaching, training, mentoring and community outreach, ultimately producing researchers with diverse, transferable skillsets. We enhance many ANU 'Areas of Excellence' including research-based undergraduate study and skills-training for higher degree research students beyond research.

Using a research-led third-year Biology undergraduate course as our launch platform, we initiated a support network of pivotal student-mentor interactions that pair students from different academic stages with senior mentors who assist them in their career development through one-on-one meetings, hands-on training, and informal advice. This network further allows students to "learn by teaching", giving them opportunities to design and run laboratory classes, contribute to course design, mentor other junior students, as well as design and supervise research projects; while early career researchers supervise and guide senior students in these roles. We found that this mentoring retains latter year undergraduates in research and facilitates their transition into higher degree research. This continues into an ongoing training system for those higher degree research students that enables them to develop valuable and diverse skill sets in teaching, research and beyond.

This model also simultaneously trains the next generation of student leaders, creating a self-sustaining pipeline from student to research student to researcher that is ever-evolving and constantly adapting to the latest developments in scientific knowledge, teaching practice, and student needs.

"...good balance of supervision and letting me run free, which was an environment suitable for directed/self-learning and improving my lab and research skills..."

Research project student

" ... my teaching and research training [with I-TRIEd] enabled me to interact... with improved social skills to influence, communicate, understand and collaborate."

Former HDR student and Early Career Researcher

CANDIDATES FOR THE Award for Excellence in Supervision

Professor Emily Banks

National Centre for Epidemiology and Population Health
Research School of Population Health
ANU College of Medicine, Biology and Environment

RECIPIENT

Award for Excellence in Supervision



Professor Emily Banks

National Centre for Epidemiology and Population Health

Research School of Population Health

ANU College of Medicine, Biology and Environment

Synopsis

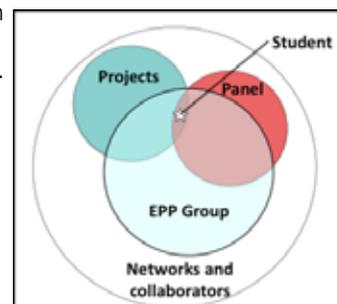
Professor Emily Banks is recognised as an outstanding supervisor of students and staff at the National Centre for Epidemiology and Population Health, Research School of Population Health. She founded and leads the Epidemiology for Policy and Practice Group, which includes more than 20 academic and professional staff across four research programs. She has supervised more than 20 students, including Medical, Honours, Masters, and PhD students.

To meet the specific challenges of supervision in large-scale epidemiology and public health, she has developed a supportive and innovative team- and systems-based approach. This approach situates the traditional student/supervisor/panel relationship within multiple overlapping project teams, research groups and networks and provides structured central support in leadership/management, data access, methodology, collaboration/partnership and capacity building. These include research practice tools and methods used routinely at more than seven institutions. Using this approach, Professor Banks has supported outstanding and scalable supervision results among her own students, within her research group (which supervised 44 students in 2016 alone), as well as within and beyond ANU.

Emily's approach to teaching and supporting student learning

I believe that students learn best with encouragement and support to be receptive to learning and inspiration and leadership to motivate them to achieve, set within a context of scientific excellence and high-quality training opportunities. Most innovation and achievement in contemporary science, especially in large-scale epidemiology and public health research, results from the work of teams. I believe that research students learn best from practice-based learning, based within multiple vibrant and supportive teams combined with individual attention to their specific needs.

My approach to supervision is therefore team- and systems-based, incorporating support at multiple levels. It supports students to see and be part of the research process – learning from multiple examples of projects led by senior-, mid- and early-career researchers, as well as their peers. Superimposed on this is the need for epidemiology and public health to combine knowledge generation with policy- and practice-based action to improve health. Engagement of policy and practice partners throughout the research process to coproduce outputs is critical to research translation; a key focus of my approach is supporting students in policy and practice engagement.



“My PhD experience was greatly enriched through being part of Emily’s research team. As well as being encouraged and supported to publish papers (10 in total: 7 towards my PhD thesis, including a policy brief for a government agency, as well as 3 non-thesis collaborative papers), present findings at conferences (11 domestic and 1 international), attend training courses (including 3 intensive short-courses), and develop skills in communication and engagement during the course of my PhD, I was very fortunate in being exposed to a diversity of researchers and research approaches, all working towards a common aim of collaborative problem-solving.”

Recent PhD Student

CANDIDATES FOR THE Award for Indigenous Education

The National Science and Engineering Summer School for Indigenous Students

Dr Chris Browne

Mr David Akers

Associate Professor Anna Cowan

Ms Robyn Dass

Ms Marian Irvine

Ms Anne Martin

Ms Annabel McCabe

Professor Kristen Pammer

Ms Fiona Petersen

Tjabal Centre, Division of Student Administration

ANU College of Medicine, Biology and Environment

ANU College of Physical and Mathematical Sciences

ANU College of Engineering and Computer Science

RECIPIENT

Award for Indigenous Education Program



The National Science and Engineering Summer School for Indigenous Students

Dr Chris Browne

Mr David Akers

Associate Professor Anna Cowan

Ms Robyn Dass

Ms Marian Irvine

Ms Anne Martin

Ms Annabel McCabe

Professor Kristen Pammer

Ms Fiona Petersen

**Tjabal Centre, Division of Student Administration
ANU College of Medicine, Biology and Environment
ANU College of Physical and Mathematical Sciences
ANU College of Engineering and Computer Science**

Synopsis

ANU hosted 17 students from across Australia in our inaugural National Science and Engineering Summer School for Indigenous Students from 12 – 16 December 2016. The Summer School was a genuine collaboration between the Tjabal Centre, ANU College of Medicine, Biology and Environment, ANU College of Physical and Mathematical Sciences, and ANU College of Engineering and Computer Science, with support from the Chancery, Deans, Directors and General Managers. The Summer School was designed to expose Indigenous students to STEM (science, technology, engineering and mathematics) subjects at a tertiary level. The program centred on how Science and Engineering could be used to understand Global Challenges, such as global health and climate change. The Summer School was a genuine signal of collegiality and

engagement, with over 50 professional, academic and casual staff coming together over five days to understand both scientific and Indigenous ways of knowing.

The team's approach to teaching and supporting student learning

The program arose from casual conversations at the Tjabal Centre about the challenging pathway for Indigenous students into science and engineering. During early meetings with Tjabal, it was agreed that the purpose of the Summer School would not be to attract students to ANU as an institution, but rather to - as the national university - attract Indigenous Australians to engage with STEM subjects at any university in Australia. This freedom allowed the organising committee to think about the program differently. The focus of the program was to empower and enable Indigenous students to find their own passion for STEM, supported by unbiased pastoral care.

The program used the theme of Global Challenges to focus on how science can be used to understand the intersection of global climate change and global health. On these topics, we were attempting to show students a variety of ways that they could pursue science, and in turn inspire them to engage in science subjects at their own high school. Specific science topics included the relationship between human health and a healthy planet, how the brain works, how to visualise the human body, making medicines cheap, using parasites to improve health, communicating health to the public, making population modelling sexy, building an internal truth metre, feeding the world, climate change and natural hazards, keeping the planet healthy, Earth's place in the cosmos, human-centered interfaces, and improving health through engineering.

Student mentors from science and engineering shared their own experiences of university life. Pastoral care was given by the Indigenous 'house parents', who facilitated a yarn circle, where students could debrief about their day in a safe and sharing environment. The yarn circle was an extraordinarily powerful tool for understanding the potential issues and concerns from students, such as the challenges of moving away from family and country to study at university.

“[The] summer school was one of the highlights of my time at university. They were an interesting, enthusiastic, diverse, curious and altogether inspiring group. They were welcoming to me and trusting, which led to some wonderful conversations, connections and, hopefully, memories. There are many things a student like me is told to learn at university, but I can think of none so valuable as learning with, and from, Indigenous Australians.”

Marcus Dahl, Student Mentor, ANUSA Science Rep

CANDIDATES FOR THE Citations for Outstanding Contribution to Student Learning

Dr Matthew Brookhouse

Fenner School of Environment and Society
ANU College of Medicine, Biology and Environment

Dr Shengyu Fan

School of Culture, History and Language
ANU College of Asia and the Pacific

Dr Cathy Day

Dr Erin Walsh

Research School of Population Health
ANU College of Medicine, Biology and Environment

Dr Dougald O'Reilly

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

RECIPIENT

Citation for Outstanding Contribution to Student Learning



Dr Matthew Brookhouse

Fenner School of Environment and Society
ANU College of Medicine, Biology and Environment

Citation

For overcoming barriers to learning by enthusiastically engaging students in transformative research experiences and offering a highly empathetic learning environment that fosters student development.

Synopsis

Dr Matthew Brookhouse overcomes barriers to first-year learning in research methods with immersive and transformative research experiences that support a highly integrated assessment strategy, stimulating curiosity and enhancing student learning. He enthusiastically welcomes students with an empathetic and flexible teaching style that fosters student development and is founded upon highly engaging content and outstanding online resources. Matthew also openly and directly engages students in his own research practice to inspire learning and development. In 2016, Matthew received the ANU Colleges of Science Award for Outstanding Contribution to Student Learning.

Matthew's approach to teaching and supporting student learning

I believe that, like learning a new language, statistical learning is difficult for many students without a meaningful context. And, like languages, statistical methods are best learnt through immersion and genuine real-world experience. In my course, ENV51003 *Introduction to Environmental and Social Research*, I encourage students to abandon their typical student role and become researchers by creating an immersive and transformative learning experience. My teaching revolves around a controversial and emotionally-charged issue that exposes students to a mixture of highly-emotive online media

and an openly-divided body of current academic literature. This context stimulates passion – a factor that drives all researchers – and fires genuine interest in developing research hypotheses; collecting, analysing and interpreting primary data as well as openly discussing research results.

The immersive style of my teaching asks that students genuinely invest themselves in a collaborative experience. I believe that key requisites in achieving this collaboration are that students must feel genuinely listened to, cared for and invested in. A key focus of my teaching is to establish genuine trust, encourage a sense of mutual respect and create an open dialogue with each student to identify and enact consensus-driven adjustments to the course structure to improve learning outcomes. The result is a highly dynamic learning environment that evolves throughout the semester.

Teaching is an act of genuine mentorship. As such, my research practice as a vital part of my teaching. As part of my mentorship I parallel learning activities with an online writing forum that openly describes an ongoing research activity from the inception of the research idea through to weekly up-to-the-moment drafts of a new manuscript. I've found this transparent display of my research practice encourages greater reflexivity and offers students an exemplary insight not only into the process, but also philosophy and ethics of research.

“Initially, I was apprehensive about the course, as I was not sure whether I would struggle with the statistics. However I was greatly reassured by the lecturer's openness about how the course would be structured, and his clearly apparent willingness to help us with any difficulties we may have.”

Student feedback, SELT 2016

“This course was one of the most worthwhile I've taken. The focus on the practical application of statistics and their fallibility and shortfalls was useful and refreshing; as we've otherwise been encouraged to view statistical significance as an absolute. The fieldwork was very rewarding and gave us a personal investment in the data we were working with, which ultimately made it much less intimidating. His lectures were engaging and accessible, and his emphasis on research integrity was an excellent foundation.”

Student feedback, SELT 2016

RECIPIENT

Citation for Outstanding Contribution to Student Learning



Dr Shengyu Fan

School of Culture, History and Language
ANU College of Asia and the Pacific

Citation

For inspiring language translation students to become independent learners and critical thinkers through the development of innovative, creative and engaging curricula and resources.

Synopsis

Dr Fan Shengyu is renowned for his passionate teaching style, the student-centred learning environment he creates, and the imaginative and creative teaching materials he uses. Having taught English and Comparative Literature in China for nine years, and language translation courses at ANU for the past seven, Dr Fan currently teaches advanced level language courses across the College of Asia and the Pacific (CAP) and the College of Arts and Social Sciences (CASS). Dr Fan is on a continual mission to discover and develop innovative resources and curricula that enhance student language learning, and is passionate about sharing his findings with colleagues and helping to revolutionise language learning across the University. In 2016, Dr Fan won the ANU CAP Award for Excellence in Innovation (Wattle Award) for his outstanding course design, and also an ANU Vice-Chancellor's Teaching Enhancement Grant allowing him to further develop, and disseminate his innovative methods in teaching translation courses.

Shengyu's approach to teaching and supporting student learning

Since 2013, I have created and used my own "e-textbook" for my translation courses, which involves carefully selecting one bilingual article from The New York Times English-Chinese Bilingual Website (<http://cn.nytimes.com>) every day, and requiring students to make comments on linguistic and cultural

issues being handled in the existing translation. Students of CHIN3041/6041 *Case Studies in Translation: Chinese/English* are asked to take pictures of public signs, notices or ads, and then try translating them into another language. The point of this exercise is to foster within students a habit of paying attention to texts around us, as well as the habit and ability of rendering them into another language, which has been proved to be an effective and useful tool for learning translation.

I have researched and implemented a series of online tools and apps for both inside and outside classroom activities, so that students can have access to and make use of frequently-used online tools. So far Padlet, Scribe, Socrative, and Pirate Pad have proven to be the most effective ones.

One important aspect of the joys associated with teaching comes from the satisfaction with students' achievement when they implement what they have learned in the courses for surprising results.

"Dr Shengyu Fan recognises that all technologies have merits and limitations, that the technologically savvy teacher has a rich repertoire of teaching tools and knows what to use for a particular situation but also knows how to quickly find/replace technologies if they no longer meet the learning needs of the students."

Grazia Scotellaro, School of Culture History and Language Digital Advisor

"I believe that being taught by Fan Laoshi has been one of the most enriching experiences of my five years at the ANU. He is a great asset to the College of Asia and the Pacific, and a brilliant educator deserving of commendation. Fan Laoshi encouraged us to approach studying Chinese and translation like brushing one's teeth – it is a mantra that, five years on, I continue to repeat to myself."

Nick Horton, student 2012

CANDIDATE

Citation for Outstanding Contribution to Student Learning Early Career



Dr Cathy Day Dr Erin Walsh

Research School of Population Health
ANU College of Medicine, Biology and Environment

Citation

For creating innovative and educationally useful animations explaining complex concepts in epidemiology for use in face-to-face and online teaching.

Synopsis

Dr Cathy Day is a lecturer in epidemiology in the Research School of Population Health (RSPH) and convenor of the course *Fundamentals of Epidemiology*. She is a committed teacher and prior to commencing her current appointment, she tutored at another Australian university and taught English in both a slum and a private school in New Delhi, India. Dr Erin Walsh AFHEA is a tutor in RPSH and the Research School of Psychology, as well as being a professional scientific illustrator. They have developed an innovative series of animations to illustrate and explain several complex epidemiological concepts relating to measures of disease frequency. After receiving positive feedback from students, they intend to develop more animations for other topics within the *Fundamentals of Epidemiology* course, to be available across ANU. In 2016, Cathy and Erin received the ANU Colleges of Science Award for Outstanding Contribution to Student Learning by Early Career Academic.

Cathy and Erin's approach to teaching and supporting student learning

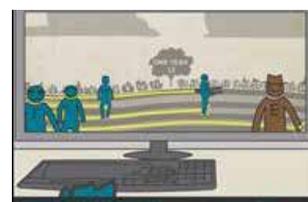
We have both worked on several ANU Massive Open Online Courses (MOOCs) and understand the value that new methods of delivering content can bring to students' experience of tertiary education. We have a passion for further improving our

knowledge of education and continue to learn how to teach.

In our teaching, we found students susceptible to disengaging with some of the dry, but vital, fundamental concepts of epidemiology, or confused by similar-sounding, but different, concepts. We recognised that a fresh approach was required, and applied our combined command of teaching theory and illustration skill to develop appealing and informative animations specifically targeted at tertiary students. The key strength of using animation is that it can sustain tertiary student interest, and promote engagement with topics that may otherwise be considered dry or difficult.

We created animations on several epidemiological topics. Drawing on our knowledge of population health and experience in teaching epidemiology, as well as our understanding of the value of stimulation in a learning environment, we developed the animations, providing the artistic perspective and using our scientific communication skills. We ensured that the animations enhanced student engagement with the information being presented, without distracting or overwhelming the educational intent. The animations involved a fictional study of diabetes in a population of six people, with the study participants either acquiring the disease at different times, remaining free from the disease, or dying during the study. Various measures of disease frequency and related calculations were demonstrated. Our animations are now utilised in both the Online and In-Person modes of delivery.

Students were asked to rate the animations overall, and the results were overwhelmingly positive, with 95 per cent giving an overall rating of "excellent" or "good". The majority of students felt that the animations were superior to receiving the same information presented by a lecturer (74 per cent) or a textbook (86 per cent). Students were asked to choose from a list of adjectives that described the animations. Three-quarters stated that the animations were informative, helpful and clear, and none indicated they were unhelpful or difficult. We're looking forward to enhancing the current animations based on student feedback and developing new animations in the near future.



"Perfect way to understand difficult concepts especially using calculations. It does bring clarity and is easier to comprehend. Thank you!!"

Anonymous student feedback

"I find them super useful and another great medium of learning materials."

Anonymous student feedback

CANDIDATE

Citation for Outstanding Contribution to Student Learning



Dr Dougald O'Reilly

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

Citation

Dr O'Reilly has created an interactive and engaging learning environment that provides extended depth and greater engagement among his students in archaeology.

Synopsis

Dr O'Reilly has worked to create an interactive and engaging learning environment for students in archaeology. His approach is to provide a deeper understanding of the subject by employing varied tools including instructional videos, interactive teaching tools and scholar interviews. These techniques overcome didactic methods and allow revision and broader understanding of the subjects taught across a number of his courses in archaeology. In 2015, Dr O'Reilly received the ANU College of Arts and Social Sciences Award for Programs that Enhance Learning.

Dougald's approach to teaching and supporting student learning

Academics here at ANU are fortunate to have the opportunity to continue to develop their teaching and mentoring skills through various workshops that are available and to share ideas with other outstanding educators. These modules have inspired me to think about teaching in new and innovative ways and I have sought to develop strategies that will enhance my effectiveness as a lecturer. My approach to teaching is to develop course offerings that are well-structured and build upon the core aspects of the field of study. It is my hope that students will be able to build upon the fundamental principles of the field.

To ensure these fundamentals are absorbed, I make an effort to inspire a deeper interest in the topic and encourage student engagement. To achieve these goals I have developed innovations across the different courses I offer including the creation of instructional videos, interactive teaching tools and scholar interviews with the aim of providing greater access to knowledge, increasing student engagement and providing greater breadth to course offerings.

The instructional videos allow students to revisit complex operations using technology broadly used in archaeology including Total Station use, drones and ground-penetrating radar. The skills taught in class are available any time to students to refresh their memories.

The use of interactive teaching tools in first year offerings have been successful in increasing student engagement in large lecture halls. Students are prompted during the lecture to answer questions via their smart phones or computers.

The incorporation of scholar interviews into a second-year course have been popular as well as it introduces students to the academics who have done much of the research they read about in the class and provides them with more depth and background on the topic.

The benefit of innovating teaching strategies is that it inspires not only the students but also the lecturer to provide the best learning experience possible, continually challenging me to find methods that will challenge and inspire students in future courses.

"[The innovations] enhanced my experience in the course by adding an interactive element to lectures, which in turn makes them more engaging."

Brianna Muir, student

"Innovative teaching tools... breach the gap between technology and practical courses. They do not replace the hands-on learning but ... enhance it."

Meg Walker, student



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

Ms Carys Chan

Research School of Management
ANU College of Business and Economics

Ms Francesca Maclean

Research School of Engineering
ANU College of Engineering and Computer Science

Ms Estee Tee

Research School of Biology
ANU College of Medicine, Biology and Environment

Ms Emi Yoshida

School of Culture, History and Language
ANU College of Asia and the Pacific

Mr Arjuna Mohottala

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

Ms Leana Ugrinovska

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

RECIPIENT

Award for Excellence in Tutoring or Demonstrating



Ms Carys Chan

Research School of Management
ANU College of Business and Economics

Synopsis

Carys Chan tutors for first- and second-year Management courses. Drawing on her research expertise in Organisational Behaviour and Human Resources and experience as a former ANU undergraduate, Carys incorporates research-led teaching and team-based learning into the curricula to cater to a wide variety of learners and to foster both academic and non-academic skills amongst her students. In her teaching endeavours to date, Carys has continuously upskilled herself through participating in courses by the Centre for Higher Education, Learning and Teaching (CHELT) and activities by the Scholarship of Technology Enhanced Learning, Leadership and Research (STELLAR). Carys' teaching is primarily informed by established pedagogical approaches that emphasise both the educator's and student's roles in the learning-teaching synergy. In 2016, Carys received the ANU College of Business and Economics Award for Excellence in Tutoring.

Carys' approach to teaching and supporting student learning

Student engagement underpins my approach to teaching. I take advantage of small group tutorials because they allow me to engage maximally with each student. In the first tutorial, I make it a point to "set the scene" by conducting self-introduction activities to learn more about my students' academic and varying life goals. Thereafter, I review their progress towards their plans and goals throughout the semester, which helps develop a sense of belonging among my students and allows me to build rapport with them.

Conscious of my students' different learning styles and paces, educational backgrounds, expectations and goals, I create a

nurturing environment in which students are encouraged to participate either individually or as a group. I also believe that learning is a two-way street. When participation is low, I adopt the shaping theory of teaching where I prompt students with guide questions and invite them to share their own experiences and opinions to kickstart discussion. As a researcher in positive psychology, I also make sure that the language and tone of my feedback are always positive, constructive, and developmental. If I notice that a student's work is of low quality, I also provide verbal feedback during tutorials or consultations for additional guidance.

To address students' diverse learning needs, I adapt my teaching style using a mix of technology-enhanced learning, visual tools and real-world problem-solving. I also introduce variations such as mid-point checks (eg, do-it-yourself activities and class discussions), educational videos and surveys to break up the monotony and gauge my students' level of understanding. Students learn in a variety of ways, so using visual tools to break down theories into their simplest forms facilitates understanding. Students have also found the variations introduced relevant to the course and value-adding to their educational experiences.

To facilitate effective and independent learning, I draw heavily on my research training and skills to implement research-led assignments in the course. For example, I assisted with the design of the literature review assignment, a major component in MGMT2007 *Organisational Behaviour*. I created an annotated guide against each criterion in the marking template, which helped enhance students' understanding of the structure of a literature review and reduce anxiety associated with the uphill task of synthesising research. In line with the *ANU by 2020* vision, I also sought to incorporate more technological tools (e.g., TED Talks, iTunes University, Harvard Business Review) and bring in case studies based on my prior internships to provide a holistic educational experience that bridges the gap between Management theories and current real-world issues.

"Putting her experience as a former undergraduate student to good use, Carys has been a valuable intermediary between me and students in implementing enhanced experiential learning activities such as role-playing, structured motivational exercises, team-based learning and in-class case discussions."

Course convener, MGMT2007 *Organisational Behaviour*

RECIPIENT

Award for Excellence in Tutoring or Demonstrating



Ms Francesca Maclean

Research School of Engineering

ANU College of Engineering and Computer Science

Synopsis

During six years' experience tutoring and demonstrating undergraduate and Masters students, Francesca Maclean has significantly impacted the learning of more than 300 students within the College of Engineering and Computer Science, while herself a full-time undergraduate and postgraduate ANU student. Implementing the 'growing' theory of teaching (Fox, 1983), Francesca ensures all her students are included and highly engaged with their peers.

Francesca's approach to teaching and supporting student learning

My experiences as a student in the very program in which I tutor (BE and BE RandD) have greatly shaped my teaching. As a tutor, I seek to impact significantly on the learning and overall university experience of students, and fulfil my responsibility to ensure students are engaged, motivated and inspired to learn. In 2015 I repurposed tutorials into 'engagement sessions', shifting the focus from students being tutored to students being engaged. These sessions are open to flexible delivery and are adaptable to individual student learning styles, which influences students' success. I focus on peer interaction in these engagement sessions, specifically dedicating session time to forming connections with and between students, whilst intentionally designing interactive activities that break down barriers within a diverse cohort.

Encouraging interaction with peers as well as with myself as a tutor has enhanced student learning through better collaboration skills and exposure to attitudes and beliefs that challenge students. This encourages critical thinking, a vital skill for

engineers, while building a cohort identity amongst students, and creating motivating learning environments.

Through two Vice-Chancellor's Teaching Enhancement Grants (2015 and 2016), I 'flipped' the classroom in ENGN2706 *Engineering Research and Development Project (Methods)*, and focussed on collaborative inquiry learning and student-designed activities. I use a variety of teaching strategies to engage students in their learning including paired-, small-group and large-group working environments, as well as learning activities which include online videos, mind maps, case studies, Socratic quizzes, hands-on builds, in-class reflections and student-designed learning activities.

Students found me 'willing to incorporate different learning styles', noting I 'reworked engagement sessions so everyone felt comfortable participating', demonstrating the effect of my inclusion-focussed teaching. Knowing the students require variety for effective learning, I also changed the learning environment for students, with my engineering and first year RandD workshops being held on the lawns of University Avenue at various times throughout the years. Students have interacted with other members of the university community and engaged in experiential learning activities such as bridge- and boat-building from natural or recycled materials.

I have successfully completed Principles of Tutoring and Demonstrating, Foundations of University Teaching and Learning, and am an Associate Fellow of the Higher Education Academy. I regularly attend CHELT seminars and the STEM Teaching and Learning Colloquia. SELT scores and student satisfaction have increased markedly since I started teaching *Engineering Research and Development Project (Methods)* in 2015 (100 per cent satisfaction from 60 per cent in 2014), indicating an improved student experience, which continued in 2016 (88 per cent), well above the average for engineering courses.

“(Francesca) has to be commended on her work running this course, it is a brilliant example of how an engineering course should be designed, and should be an exemplar of other high achiever program course.”

Student comment

RECIPIENT

Award for Excellence in Tutoring or Demonstrating



Ms Estee Tee

Research School of Biology

ANU College of Medicine, Biology and Environment

Synopsis

Estee Tee BSc (Hons) is a demonstrator/tutor in the Research School of Biology, motivated to inspire science students and equip them with creative and critical thinking skills translatable to post-degree and research. Inspired by the passionate teachers and mentors who brought out the best in her, Estee has reflected on her own experiences and collaborated with fellow demonstrators to implement a cyclical feedback system to guide her successful and positive approach to teaching. By promoting undergraduate research opportunities, initiating effective mentoring approaches and creating material to support both students and demonstrators, she has achieved student-driven learning outcomes. In 2016 Estee received the ANU Colleges of Science Award for Excellence in Tutoring or Demonstrating.

Estee's approach to teaching and supporting student learning

By seeing and bringing out the best in me, my high school teacher Geoff McNamara inspired me to continue in science to make a difference in my future. He told me, "Why be ordinary when you can be extraordinary?" Motivated by this, I employ specific strategies to bring out the same in my own students. I primarily teach third year undergraduates in plant science (BIOL3161 *Genomics and Its Applications*), so I have a pivotal opportunity to impact on students who are close to graduation. This timing resonates with me strongly: I finished my own undergraduate studies at ANU only a few years ago, and can remember the complexities of that last year as I tried to figure out what I had achieved in my degree, and what might come next.

Firstly, by showing my passion and enthusiasm for science, I can encourage my students' own interest regardless of whether or not they continue into a science career. This also fosters an effective learning environment; students become engaged and interested, appear less anxious, and are more able to learn from their mistakes.

As students will naturally vary in skill level and attitude, I use formative assessment to adapt a different strategy for each of their needs. I culture broader skills crucial for my students' future, such as critical thinking and reasoning, and help them identify their strengths and weaknesses in order to bring out the best in them. I mentor them to not only understand course material, but also to improve other skills such as time management, showing them how they can transfer these broader skills into their post-degree careers. When students can cope with more depth, I challenge their thinking to broaden the scope of their understanding beyond the course.

Lastly, I created the 'Biology Research Project Workshop' to enthuse students about research and promote an undergraduate research culture to enhance my students' learning experience. I found there was a lack of understanding and awareness among Science undergraduates as to how to become involved in research. This sentiment was especially felt by those who were not enrolled in the PhD degree, and were generally those who did not feel 'smart enough' – something I identified with as an undergraduate. I designed the workshop specifically to support, mentor, and inform my students about the skills they could develop, bridging the gap between course work and research.

I believe that teachers have a priceless impact on student perspectives in future careers and pursuits, as well as professional development and opportunities. I strive to be such a role model in the teaching field, because I wouldn't be where I am today if it wasn't for my own wonderful teachers; one can learn as much from those you are teaching.

“Estee takes a very student-centred approach, understanding deeply that not all students will immediately grasp content and practical skills, and caring very much for the students' needs as individuals. The wellbeing of students is paramount in all Estee's teaching, which is particularly evident in the way she confidently addresses student assessment and feedback as an ongoing cycle of engagement to support learning.”

Dr Beth Beckmann, CHELT

RECIPIENT

Award for Excellence in Tutoring or Demonstrating



Ms Emi Yoshida

School of Culture, History and Language
ANU College of Asia and the Pacific

Synopsis

Ms Emi Yoshida has tutored Japanese language courses at both beginner and intermediate levels for over five academic years since 2008. She is a committed, passionate and enthusiastic tutor that engages creatively and proactively with her students to generate a vibrant, dynamic and immersive learning environment. Student Evaluation of Teaching (SET) scores for her tutorials significantly rate higher than the overall course scores generated by Student Experience of Learning Support (SELS) evaluations. In recognition of her achievements, she has received the ANU College of Asia and the Pacific Award for Excellence in Tutoring (2016).

Emi's approach to teaching and supporting student learning

I believe the most effective approach to teaching Japanese language within a tutorial environment is to have students engage enthusiastically, without feeling embarrassed or afraid to make mistakes, as they test and improve the application of their language ability and comprehension. As a tutor, I always adopt a positive and enthusiastic approach when introducing new Japanese language concepts, and modern cultural examples to capture students' curiosity, imagination and inspiration, without a fear of failure.

I also utilise various teaching materials during my tutorials to proactively engage students, including PowerPoint presentations, videos, picture cards, flash cards, or items that students can interact with. I have found by using a combination of different teaching resources during tutorials, students respond enthusiastically to their preferred method of learning, which leads to a more effective approach in influencing all students to learn

the Japanese language in a highly motivated and supportive environment.

I design my Japanese language tutorials based on the concept of immersion, where I select and outline themes and topics related to the new language patterns and vocabulary introduced during lectures, to create a stimulating and engaging learning environment for students. Within my lesson plans, I include concepts and tasks utilising the four language proficiency skills of speaking, listening, writing and reading, to help students develop their Japanese language skills in a comprehensive and holistic manner.

"I am always excited to go to Ms Yoshida's classes no matter what. Her classes are well designed and encourage students to always participate. She is what other teachers should aspire to be. She is a great teacher and asset to ANU."

SELT student feedback, JPNS1012 *Spoken Japanese 1*, 2016

"Her specialty in Japanese culture, language structure, grammar and vocabulary, and also her love and enthusiasm to assist students in language learning, all and all, made it so enjoyable to be in the class."

SELT student feedback, JPNS2012 *Spoken Japanese 3*, 2015

CANDIDATE

Award for Excellence in Tutoring or Demonstrating



Mr Arjuna Mohottala

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

Synopsis

For the past three years, Arjuna Mohottala has tutored postgraduate courses in micro/macroeconomics at the Crawford School of Public Policy. His passion to be innovative and engaging is a trait Arjuna brought to ANU from over five years of teaching at graduate-level in Sri Lanka. Arjuna continuously improves his content delivery to better engage students of diverse backgrounds. He links economics theory and professional practice, by creatively drawing upon real-life examples from students' home countries to develop, design and deliver unique learning experiences for ANU students. In addition, Arjuna had the unique opportunity to design courses at a postgraduate level.

Arjuna's approach to teaching and supporting student learning

I strongly believe that university teaching needs to bridge research, disciplinary theory and professional practice. Creative, research-led, university teaching needs to explore new and exciting trajectories to achieve this aim. As such I strive to design research-led discussions in tutorials as opposed to meagrely arriving at answers to tutorial questions. The familiarity with the examples and case study materials used, enable the students to have a firm grasp on highly technical economic concepts.

Given the diverse cultural backgrounds and work experiences that the students brought into the tutorial, one key element I strived to promote is reflection about professional practice. Drawing on practical examples that relate to the economics concepts at hand, I was not only able to get students to think how best to apply economic concepts in real-life, but also show how disastrously wrong political decisions that are contrary

to economic policy could be. Further, it facilitated off-tutorial discussions with students from other regions with those of that region/country to better understand the problem and solution.

Once given the opportunity to redesign the course contents, an opportunity only a handful of tutors get at ANU, I was presented with three challenges as identified by previous student feedback, (i) the course was theory-heavy and students could not grasp all the concepts effectively; (ii) students failed to understand the real-life application of such economic concepts; and (iii) it was not an easy course to follow for many students who are returning to academia after a number of years in industry.

I pursued a case based approach to teach, evaluate and apply economic policy by preparing a new set of course materials, supplementary documents and appropriate topical examples from the countries which the students for that course attended. I believe that economics, be it micro or macro, is common sense. By introducing a range of topical, real-life examples I found that students are more engaged and actively participate during the sessions. Together with off-tutorial discussions, students were able to immerse themselves in key topical issues of the world economy and foster independent, critical thinking.

I am humbled by the positivity my teaching has brought to a diverse range of groups within ANU. I frequently reflect upon my teaching strategies and strongly believe in continuous improvement. Many students have commended that my teaching skills far exceed that of a tutor and have suggested that I should deliver some of the lectures.

“He gave insight and practical examples related to the course. I really enjoyed when the tutor put the tutorial questions into a real world example context.”

Student comment

“The tutor discussions were always focused in the current issues in the global economy. Teaching material and resource are the most notable strengths of the course. [He] stimulated discussions among students and prompted questions to the tutor.”

Student comment

CANDIDATE

Award for Excellence in Tutoring or Demonstrating



Ms Leana Ugrinovska

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

Synopsis

Miss Leana Ugrinovska is currently teaching courses to postgraduate students, while doing her PhD in Economics. She incorporates her professional work experience along with her academic knowledge in enthusiastically explaining new concepts to students. With little teaching experience before joining ANU, she quickly developed an innovative, student-centered, research-led teaching approach to foster excellent learning outcomes. Her passion and commitment to constantly improve her teaching skills and her concern for the well-being and intellectual progress of her students is evidenced by their feedback and achievements.

Leana's approach approach to teaching and supporting student learning

Confucius once said "Choose a job you love and you won't have to work a day in your life". Following that motto, I see teaching as a huge part of my life, where I shape young minds to think critically and help our world. My teaching philosophy revolves around student's enhancement.

In order to enhance the student's learning, I teach with enthusiasm. I truly believe that enthusiasm is contagious and if I am enthusiastic about a certain topic the students will be as well and will get engaged easily and passionately in the discussion. I directly interact with the students using idioms, humour, metaphors and analogies to explain complex concepts they might be afraid of.

By simplifying complex terms they understand the material easier, faster and remember it for longer. This has a positive effect on learning rates and retention of the knowledge.

I don't try to excel in teaching, I just want those young minds

to be free to grasp knowledge and further develop it and be able to apply it and make our society and world a better place to live in. And the returns will be amazing, if we, as humans, progress in a positive direction, as I believe only open minds can make changes to the world we are living in and bring us progress. Along with this, as a teacher I listen to their feedback and improve myself, because as they learn from me I learn from them as well. Perfection is impossible, but our attempts count. And the students, analogously to children, are most of the times, a mirror of their teachers.

Mistakes are not a sign of lack of knowledge, but a necessary part of the learning process to be embraced. Grades are important but stimulating students' motivation for learning has long term results. I create a positive atmosphere in the classroom, which I find very important in encouraging free, interactive communication. Only with communication I can find out their needs, their previous knowledge, different learning styles and desires which I use to tailor each tutorial for them. I want them to be able to ask questions and freely discuss topics, as well as being available and reachable for them even after class.

"Both courses are extremely different and demanded very different things of her as a tutor, yet she was able to adapt and tutor the classes excellently."

Student comment from College Award nomination

"She used contemporary humour, idioms and scenarios that students could relate to ensuring higher retention and understanding"

Student comment from College Award nomination





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