



Australian
National
University



RECOGNISING EXCELLENCE

2018 VICE-CHANCELLOR'S AWARDS
FOR EXCELLENCE IN EDUCATION

ANU Promoting Excellence

Centre for Higher Education, Learning and Teaching



innovation



21
inspiring
teachers
& programs



excellence

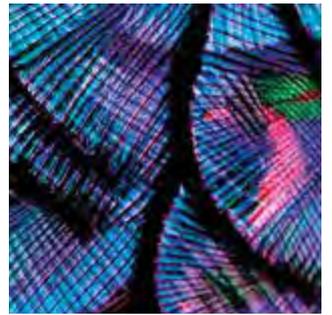
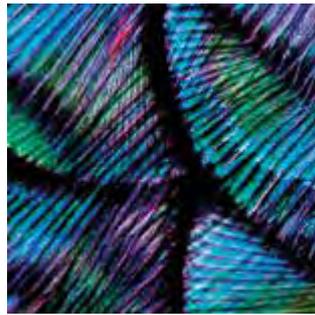
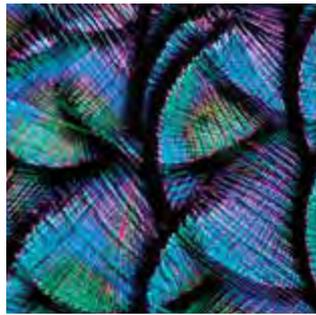
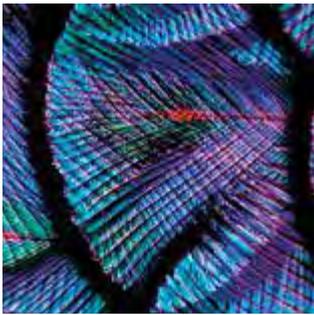


Recognising Excellence

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.



CONTENTS

Vice-Chancellor’s congratulations	5
Awards for Teaching Excellence	6
Awards for Programs that Enhance Learning	16
Awards for Excellence in Supervision	18
Citations for Outstanding Contribution to Student Learning	24
Awards for Excellence in Tutoring or Demonstrating	30



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.

An ANU education should be a distinctive and excellent experience – one that inspires, challenges and helps to shape our students to become the next generation of leaders and pioneers.

To deliver on this mission, we rely on our many outstanding educators who foster in their students an aspiration to reach their personal best and encourage and help them to reach their goals.

It takes special people to be great teachers. People of vision and passion who are able to engage their students in such a way that learning becomes instinctive. A great teacher can inspire a thirst for knowledge and help translate that knowledge into activity that can benefit society.

In short, great educators have the power to change lives and change the world, something that is at the heart of the ANU Strategic Plan. It gives me great pleasure to be able to recognise and reward the teachers who make excellence in education at ANU an everyday occurrence.

In this booklet, which contains information about the candidates and recipients for the 2018 Vice-Chancellor's Awards for Excellence in Education, you will read about some remarkable people. These teachers have in common the love of being able to bring out the potential in each and every one of their students.

I would like to thank all of the candidates and recipients of the 2018 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 Bronwyn Finnigan

School of Philosophy
ANU College of Arts and Social Sciences

Dr Fei Huang

Early Career

Research School of Finance, Actuarial Studies
and Statistics

ANU College of Business and Economics

Dr Gemma King

Early Career

School of Literature, Languages and Linguistics

ANU College of Arts and Social Sciences

Dr Shari Read

Research School of Management

ANU College of Business and Economics

Dr Jane Ferguson

School of Culture, History and Language

ANU College of Asia and the Pacific

Dr Dana Hanna

Research School of Economics

ANU College of Business and Economics

**Associate Professor Carolyn
Hendriks**

Crawford School of Public Policy

ANU College of Asia and the Pacific

Dr Gen Nowak

Research School of Finance, Actuarial Studies
and Statistics

ANU College of Business and Economics

RECIPIENT

Award for Teaching Excellence



Dr Bronwyn Finnigan

School of Philosophy

ANU College of Arts and Social Sciences

Synopsis

Bronwyn Finnigan is a Senior Lecturer in the School of Philosophy. She works in meta-ethics, moral psychology, epistemology and philosophy of mind in Western and Asian philosophical traditions and has taught into introductory, upper-level undergraduate and graduate-level courses in all these areas. She has taught classes ranging from four graduate students, to a diverse cohort of more than 400, including a team of seven tutors and 20 tutorial groups. Although these courses have required varied teaching strategies given their different content and student populations, she aims to achieve the same learning objectives in each: To cultivate in her students a value for and facility in critical thinking and philosophical argumentation, and to cultivate openness, curiosity and respect for investigating issues from a variety of perspectives, historical and contemporary, Western and Eastern. These values are expressed in the strategies she employs in lectures, the range of courses she teaches, her approach to developing course syllabi, her assessment decisions and the influence she bears on the philosophy program as a whole.

Bronwyn's approach to teaching and supporting student learning

I convene *Fundamental Ideas in Philosophy*, the most successful and well subscribed course ever offered by the School of Philosophy. Since I inherited and redesigned this course in Semester 2 2015, enrolments have increased 170% from 249 students in 2015 to 423 students in 2017. Excellent SELT reports and similar enrolment trends in my other courses indicate that I have played an instrumental role in this change.

Fundamental Ideas in Philosophy is the main entry point into the Philosophy major at ANU and attracts students with a range of

capacities from across the CASS disciplines. It is also a required course for the Bachelor of Politics, Philosophy and Economics and so attracts a sizable cohort of students with ATAR scores of 96% and above. I therefore face the need to stimulate and challenge the advanced students while also enabling those who are less able to participate and achieve success in a mass-learning environment. I have approached these challenges by using technology in a fun and dynamic way, abstracting philosophical insights from a variety of historical and real-life contexts, and generating a friendly, respectful atmosphere in which students feel encouraged to challenge themselves and take intellectual risks.

This combination of approaches is best exemplified in my introductory lecture. I typically start the course by presenting students with a task: I announce that I will show them a clip of a very poor argument and encourage them to figure out what the argument is and what is wrong with it. I then show them a video-clip of a dialogue from Monty Python's *Life of Brian*. This inevitably makes them laugh and relax. The dialogue, while funny, is clever as it contains fallacies that can be reconstructed in standard logical form. When the clip finishes, I invite the students to help me reconstruct the argument from beginning to end. Because the overall atmosphere is playful, students feel encouraged to put up their hands and offer suggestions. The task stimulates the more capable students, who are typically the first to offer suggestions. Once the argument is reconstructed, I step through it and ask students to vote by a show of hands on whether or not they accept each step of the argument. This engages the entire class; it draws them in and makes them active participants in their learning rather than passive recipients of information provided by me, the lecturer. If a step is not accepted, I ask students to give me a reason why not. This typically results in identifying what is, in fact, wrong with the argument. I use this exercise to model the intellectual skills they will learn in the course as well as my approach in helping them to cultivate these skills. My approach is Socratic in the pure sense of never informing the students what I think about the arguments with which I engage them in the course.

"She inspires confidence in the students to understand challenging issues, and provides, I think, the perfect introduction to philosophy for first year students."

Student comment, SELT PHIL1004, 2016

"Bronwyn is a phenomenal lecturer - engaging and insightful - and made the material fascinating and complex but also understandable. I loved being forced to reconsider my own positions, and being given opportunities to develop my argumentative skills."

Student comment, SELT PHIL1004, 2015

RECIPIENT

Award for Teaching Excellence Early Career



Dr Fei Huang

Research School of Finance, Actuarial Studies
and Statistics

ANU College of Business and Economics

Synopsis

Dr. Fei Huang is a Lecturer in Actuarial Studies in the Research School of Finance, Actuarial Studies and Statistics (RSFAS). She has taught important actuarial courses such as *Investment and Asset Modelling* and *Financial Mathematics* since she started her academic career in 2015. Known as an enthusiastic and dedicated educator, Fei loves teaching and treasures the opportunity to pass knowledge and skills to students. The primary focus of her teaching philosophy is caring - caring about the students as individuals, caring about students' learning experience, and caring about the materials that she teaches. Guided by this attitude, Fei sets to continuously improve students' learning experience as a lifelong pursuit.

Fei has been recognised through the Excellent Teaching Assistant Award at the University of Hong Kong, ANU College of Business and Economics Award for Teaching Excellence in the Early Career Category (2017) and her high teaching evaluation results. Fei was also one of the inaugural recipients of the RSFAS Grant for Learning and Teaching.

Fei's approach to teaching and supporting student learning

To help students develop their skills to the best of their abilities, I developed the Learner-centred Education Cycle Theory (LECT) to guide my daily teaching practices. The LECT theory includes understanding, motivating, engaging and receiving feedback from students. The feedback received from students will further help me understand them and will be revisited from time to time to continuously enhance their learning experience.

Traditionally, business and financial theories are taught

through slides, words and explanations making students passive knowledge receivers. Motivated by other fields such as biology and chemistry, I designed experiments for my actuarial courses to encourage students to become active knowledge finders. Students explore and discover knowledge by doing experiments themselves. This learning approach helps students understand and remember concepts more deeply. It also stimulates students' curiosity and creativity, which makes learning a joyful experience. To bridge the gap between the classroom and the real world, I also apply practical problem-based learning approach, which incorporates case studies with practical context and real-world data sets. By implementing the techniques learned in class and seeing the practical side of the knowledge, students become more curious, motivated and engaging. They are also asked to work collaboratively in small groups to solve real-world problems, fostering their critical thinking, collaboration and communication skills.

Lecture time is a scarce resource, and we have to make decisions on whether to review preliminary mathematics for students with relatively weak technical skills, or introduce new difficult questions for students with strong academic backgrounds. It is challenging to satisfy all students' preferences, especially for large classes. To overcome this difficulty, I have been using the blended learning approach to supplement traditional learning material with multimedia (videos) which can be accessed by students after class. This not only saves lecture time, but also satisfies students' needs at all levels. To equip students with transferrable and applicable modelling skills and to achieve the higher-level learning objectives of application, evaluation and creation, I incorporated new software (R) in both the course materials and examinations of 'Investment and Asset Modelling'. This modernisation of the course has not only enhanced students' learning on related topics, but is also consistent with the growing trend of data analytics in the actuarial industry. R has become more and more widely used in the actuarial industry, helping students prepare for their future careers.

"Fei is very interested in her students and their learning experience. I have done many, many courses at ANU, and Fei is the lecturer I have had who is the most genuinely interested in her students, wants them to do well and is always thinking about their development throughout the course. You can also tell she is interested in their careers, evident by the quality of the guest lectures that she organised and her interest in teaching us practical tools such as R."

SELT student feedback

RECIPIENT

Award for Teaching Excellence Early Career



Dr Gemma King

School of Literature, Languages and Linguistics

ANU College of Arts and Social Sciences

Synopsis

A scholar of French and Film Studies and a Fellow of the Higher Education Academy, Gemma King's experience of education is fundamentally multidisciplinary. While all her teaching revolves around sparking a love of language and culture in her students, her roles have ranged from teaching English in an Engineering Department in France to teaching Cinema in a French Department in Australia. She began her teaching career in 2012 when she started her PhD as a cotutelle between the University of Melbourne and the Université Sorbonne Nouvelle-Paris 3, and taught at each university in alternating semesters. In Melbourne, she tutored and guest lectured 18 groups across four subjects: *French Cinema*, *French I*, *French III* and *Screening Europe*. At the Université Paris-Est Créteil and Paris 3, she convened and taught English courses at undergraduate and Masters levels. She joined the ANU in 2016 as Lecturer in French, where she is French Honours Convenor and runs *Intermediate French*, plus thematic courses such as *Current Affairs and the French Press*. In response to her students' enthusiasm, and as a complement to her research on Paris museums based on her blog *Les Musées de Paris*, she has established an immersive travel subject, *Global Paris*, and will take ANU students to explore French cultural heritage in Paris in November 2018.

Gemma's approach to teaching and supporting student learning

Through my experience as the teacher of a range of French language, film and culture courses, I have found that the one doing the talking is the one doing the learning. My teaching

style is centred on introducing content in a way that sparks authentic interest in my students, then on fostering collaboration, discussion and interaction. Rather than aiming for perfectionism which – as I well remember from my own days as a student of French – can be immobilising, I create an environment in which students feel safe to make mistakes in their language learning, but are also challenged to progress and express themselves in innovative and meaningful ways.

“The material studied in class was unlike what I had previously studied in French. Gemma made an environment that catered to different levels and managed to challenge me in a way that made me still feel comfortable.”

Student comment, SELT

As both a teacher and learner, I have also found that the drive to learn French is often fuelled by love of French and Francophone cultures. I infuse my classes with cultural, political and philosophical texts, layered with my own film expertise, to explore the nexus between language and culture and show students the many directions in which they can take their French language career.

“Gemma engaged with topics that I proposed and helped me assess whether and how to pursue them. She encouraged me to take on difficult work but helped me maintain a sense of the possible. This was invaluable.”

Student comment, SELT

At the heart of all my teaching is a respect for individual learning styles and needs, and I cultivate a classroom atmosphere open to different identities, in which students with disabilities or other conditions and those of minority backgrounds feel safe to express themselves and to approach me for support.

“Gemma was such a lovely tutor, made the culture aspect of the course engaging and made it clear from the beginning that French tutorials were an inclusive space”.

Student comment, SELT

Ultimately, my aim as an educator is to foster an interactive and respectful language learning environment, and to transform the French learning process into a communicative and personalised experience in which individual student perspectives are always at the forefront.

RECIPIENT

Award for Teaching Excellence



Dr Shari Read

Research School of Management
ANU College of Business and Economics

Synopsis

Shari has a specific focus on teaching skills for the 'Information Age', with an emphasis on human-centered approaches to management and leadership. Shari offers an approach to teaching and learning that draws students into the experience of acquiring knowledge through personal insight. Shari offers a strong focus on developing the skills required for understanding evidence: Is it relevant? Is it trustworthy? She creates spaces for students to inquire into their own thought processes, including the use of information, with the view to developing metacognitive awareness and regulation, reflective judgment and intellectual autonomy. Shari's research supports her teaching in the exploration of the human aspects of digital transformation and the leadership capabilities required to lead effectively through uncertainty and complexity. In addition to undergraduate and postgraduate coursework teaching, Shari is also an active provider of ANU executive education programs, with a specific focus on leading transformational change. Shari was the recipient of the ANU College of Business and Economics Award for Teaching Excellence (2017).

Shari's approach to teaching and supporting student learning

The themes of engagement and inspiration form the basis of my approach to management education, which is further enhanced by integrating a mindful approach to learning throughout all of my courses. I seek to empower students, not only with the tools and techniques needed to succeed in a complex and fast-paced business environment, but also the psychological mindset that will enable them to thrive in the throes of digital transformation.

I intentionally design learning experiences that invite students to 'get their hands dirty' with course content, highlighting opportunities for students to co-create knowledge and delve deeper into topics and issues that resonate with them as individuals or their career goals. My sense of purpose as an educator is driven by my desire for every student to develop the capacity to make sense of the world for themselves, through integration of the best-available evidence and their own reflective judgment.

“Such interesting material brought to life by a lecturer who had thought deeply about it”.

Student feedback, SELT, 2017

“Shari had complete control over this course. She knew exactly what she wanted students to get out of this, and made it perfectly clear. She knew exactly how to allow us to get the most out of this course. She must be commended for this”.

Student feedback, SELT, 2017

“Shari is an incredibly innovative teacher with an insightful approach to students' learning. I was constantly engaged and entranced by her presence and ability to bring the course material to life. She is a huge asset to ANU, and the best teacher I've come across so far. Her ability to combine course content with real life situations and make meaningful connections made remembering the content second nature as everything we learnt became important in my life. I loved her sustained use of mindfulness throughout the course, this is something I've taken with me for life”.

Student feedback, SELT, 2017

CANDIDATE

Award for Teaching Excellence



Dr Jane Ferguson

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

Synopsis

From Southeast Asian area studies to global aviation aerial studies, Jane M. Ferguson brings cultural nuance, verve, and innovation to her classroom in the School of Culture History and Language at the ANU. Students are challenged not only to think outside the box, but also to question who and what define, enforce and ultimately benefit from 'the box'. Through her language skills and extensive fieldwork experience in Myanmar and Thailand, Jane pushes students to reconsider their own learning methodologies, and inspires them to engage with new understandings of place and difference.

Through adapting her own cutting-edge anthropological research on aviation work in Southeast Asia, Jane designed and taught the revolutionary course, *Airlines in Asia and the Pacific: Histories, Technologies, Cultures, and Geographies*. The first course of its kind, it attracted students from across the university, including some from outside social science and/or Asian Studies disciplines. As students discovered, the unconventional course is not just about airlines, but uses critical approaches to aviation to unpack theories about human/machine relationships, globalisation, politics, gendered labour, and consumerism.

Jane's approach to teaching and supporting student learning

In my years teaching at ANU, in addition to other venues, I have been privileged to have had many brilliant, highly-motivated and articulate students; I am proud to say that I probably learned more from them than they from me. But the real challenge, the true goal of my work, is to discover unorthodox ways to ignite a passion for learning in the students who are in my classes

for the wrong reasons. Alas, not every student who enrolls in my courses does so with the intention to use the skills and knowledge acquired to set the world on fire. As such, I put creative energy into designing crossover courses that connect topics and skills to students in sublime, meaningful ways. I make use of cross-cultural fieldwork to challenge students to see the relevance of cultural contingency and experiential knowledge, and finally, I strive to draw upon the unique skills of students from underrepresented groups, create a feeling of empathy and camaraderie across social differences, and foster a sense of learning and challenge as a collective endeavour.

A crossover course takes something that is already a meaningful part of our everyday lives, but then problematises it, and considers the topic through the rigours of academic discipline(s). A crossover course teaches students more about the topic, but ultimately how to see the world through a new lens. My contribution is a course about airlines. When I proposed the course, nicer colleagues responded by saying, 'that's a narrow topic,' or 'how is that relevant to the curriculum?' or even 'huh?' The course initially strikes people as unusual, but that is part of the intrigue.

Months after the course, I've had students write, saying that they are frequently reminded of topics discussed in class, such as when they see flown-in produce in the supermarket, news about airlines, and especially when they travel themselves. Like the aircraft cabin on an international flight, or a transit space in a global hub, the crossover course on airlines has proved a meeting ground for students of different disciplinary backgrounds, from engineering students and economics students, to CAP students and gender studies students. It is through these kinds of structured meeting grounds, the students can better appreciate the different disciplinary tools and approaches that can be used to analyse aviation as a technology, culture, and political economy.

“Airlines in Asia and the Pacific” is one of the best examples of research-led teaching that I know of. It draws on Dr Ferguson’s broad and varied engagement with the issue of air travel from an anthropological perspective. In doing this, she shares with her students the immediacy and techniques of her own fieldwork, awakening in many an urge to study and research further in this region. Her use of her fluent Thai and Burmese language skills, props, anecdotes and deeper analysis all contribute to the sense of discovery and excitement among her students.”

Professor Michael Wesley, Dean, College of Asia and the Pacific

CANDIDATE

Award for Teaching Excellence



Dr Dana Hanna

Research School of Economics
ANU College of Business and Economics

Synopsis

Dr Dana Hanna has been convening and delivering both undergraduate and postgraduate courses in the Research School of Economics since 2014. Her desire is to see students excel both academically and later in the workforce. An innovative teacher, Dana is constantly striving to find better ways to partner with her students to encourage their learning, deepen their understanding and further their knowledge. Students respond to Dana's enthusiasm in kind and she has a positive reputation among students, as evidenced by her invitation to be an Academic Fellow at Ursula Hall this year. She was the recipient of the CBE Award for Excellence in Tutoring twice (in 2009 and 2014) and was nominated for the Vice Chancellor's Awards for Excellence in Tutoring and Demonstrating in 2015. She won the CBE Award for Teaching Excellence in 2017.

Dana's approach to teaching and supporting student learning

My approach to teaching and learning is centred on my desire to see students fall in love with the subject of economics, to be able to encourage them to achieve great things and change the world. I am motivated by my own experience, where my development and achievements as a student occurred most when I was able to discuss the relevance of the theories with peers and teachers and when I could actively see economics used in the 'real world' to achieve positive improvements in society. I believe it is essential that we don't 'teach' our students, but that we partner with them on their learning journey - to engage, encourage and facilitate them achieving their goals.

To partner well with my students I have researched information on the 'methods of learning'. Through understanding that not all students learn in the same manner, nor have the same motivation for attending university I can provide a variety of experiences in the classroom, and through the design of the course in general, that better engage the students.

To me, walking alongside my students in their journey requires interaction with them, rather than standing aloft and merely providing information. My lectures are times when students are encouraged to discuss the theories we are working through. By conversing with students in the lecture, I am able to foster a respectful relationship and offer an environment for discourse. Tutorials are designed to be interactive, both with peers and with the tutor, to further continue this experience.

I also understand that learning theory for the sake of theory can often seem pointless and thus disengaging. It is often only when we understand the importance of what we are learning that we are more likely to engage with the material on a deeper level and get a real 'learning' experience. This means my teaching is driven by the use of examples that are both relevant to the cohort and evidenced in the real world.

“The lecture structure of going through answers together rather than just reading of a slide was by far the best style of lecture that I have seen at university”

Student comment

“The knowledge of the lecturer and that each lecture was engaging and well taught. I looked forward to attending each lecture and knew what was expected of me in terms of content and approaching the tutorial questions.”

Student comment

CANDIDATE

Award for Teaching Excellence



Associate Professor Carolyn Hendriks

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

Synopsis

Carolyn Hendriks is a committed and highly valued educator at the Crawford School of Public Policy. Since joining ANU in 2008 she has taught compulsory and elective graduate courses in public policy subjects in the *Master of Public Policy* (MPP) and *Master of Public Administration* (MPA). Carolyn teaches mid-career policy practitioners from diverse disciplinary and cultural backgrounds. In her teaching, she empowers students to critically examine connections between policy practice and theory. She designs student-centred curricula with applied assessment tasks, and creates interactive classroom activities where students examine, apply, and reflect on the processes and politics of public policy. Carolyn has significant experience in successful curriculum design at the course and degree level. Throughout 2016 and 2017 she led an extensive collaborative process with colleagues to redesign the MPP and develop a new Executive Masters in Public Policy. She currently leads the implementation process of these new degrees, both of which commenced in 2018. Carolyn was the recipient of the ANU College of Asia and the Pacific Award for Teaching Excellence (2017).

Carolyn's approach to teaching and supporting student learning

As an adult educator, I see my role as that of the facilitator who encourages students to enact their understanding of knowledge, individually and collectively. Students in my courses engage in the broad question of how do we make and evaluate public policy? In exploring this question, students learn that there is far more to public policy than designing and delivering public

services; it is a subject that raises deep philosophical questions about who is 'the public', what collective problems do different publics face, how should we determine what course of action to take, and how ought we allocate collective resources, make public judgements, and hold decision makers to account.

The subject matter in compulsory foundational public policy courses can be very dry and conceptually heavy, and the literature predominately western. Pitching this material to our diverse student cohort in the MPP and MPA can be challenging; many are from non-western policy contexts and most are mid-career policy practitioners more accustomed to applied, rather than theoretical questions. To make the subject matter more accessible, I empower my students to form connections between the practice and theory of public policy through a range of activities and applied tasks. I design applied assessment tasks where students analyse the challenges of real world policy making, and draw out connections and lessons through scholarly debates.

Students in my courses are empowered to enact their learning in the classroom. I use my professional background and academic interest in facilitation, participation and group work to support group discussions and other activities. I communicate to students that I want them to actively demonstrate and perform their learning rather than simply declare knowledge, and I encourage them to think critically about the literature they are reading, particularly how it speaks to (or neglects) the practical world of public policy that they know well. In all courses I teach, students also gain valuable analytic and academic skills that are essential for the effective progression of first year graduate students through their degree. I invest time with students in the classroom, and in my feedback on assessment, to empower them to enact their own learning.

"I really appreciate that you worked hard to make the material interesting and dynamic and support our learning as students. It was a fantastic mix of theory, debates and practical examples... thank you for a really engaging course and one that inspired me to think deeply and consider further research and study! "

Student email

"While teaching a very theoretical subject, Carolyn managed to connect theory and practice....She was the first teacher who pushed and helped me and others to develop analytical skills and to learn how to connect theory and practice in our work.

Student nomination comment

CANDIDATE

Award for Teaching Excellence



Dr Gen Nowak

Research School of Finance, Actuarial Studies and Statistics

ANU College of Business and Economics

Synopsis

Dr Gen Nowak is a Senior Lecturer in statistics and Convenor of the *Master of Statistics*, *Master of Actuarial Studies* and *Master of Actuarial Practice* programs within the Research School of Finance, Actuarial Studies and Statistics. After completing undergraduate studies at ANU, Gen obtained his PhD in Statistics from Stanford University and completed postdoctoral research at the Harvard School of Public Health. Gen's research interests have included statistical applications in high-dimensional data analysis, genomics and climate change. He has been teaching undergraduate and postgraduate courses in statistics at ANU since 2012 and was nominated for the ANU College of Business and Economics Award for Teaching Excellence in 2015 and 2017.

Gen is passionate about teaching and aims to equip students with the knowledge and skills to apply statistics to solve problems across broad-ranging areas of economics, finance and scientific research.

During his time at ANU, Gen has used his breadth of experience and knowledge to make some key contributions, including redesigning *Introductory Statistics for Business and Finance* and bringing it to a standard comparable with high-ranking universities around the world; applying innovative teaching approaches such as the flipped classroom model; and redesigning the *Master of Statistics* program to deliver more rigorous training for a statistics qualification, leading to increased enrolments. He has also developed a new course, *Statistical Learning*, centred on modern statistical methodologies and data science covering topics not previously offered at the Research School of Finance, Actuarial Studies and Statistics.

Gen's approach to teaching and supporting student learning

Over and above imparting knowledge to students, my teaching philosophy is to empower students by teaching them 'how to think' so that they are equipped with the confidence, skills and ability to approach any given statistical problem and consider methodologies and options for reaching a solution. I believe the role of a university lecturer is to provide a learning environment where students gain the knowledge and skills to confidently take the next steps in their chosen field. For statistics students, this may be in further statistical research, work in other scientifically related fields, or work in a profession that relies on statistical analysis. Given the globally competitive environment in which we operate, I also believe that whatever their next steps, students should be able to operate at a standard on par with graduates from other high-ranking universities around the world.

I seek to create a learning environment in line with my teaching philosophy by applying three E's: empathy, enthusiasm and effort. These guiding principles are about the importance of understanding students' needs and goals; the positive impact that genuine enthusiasm can have on student learning; and the effort required for effective teaching.

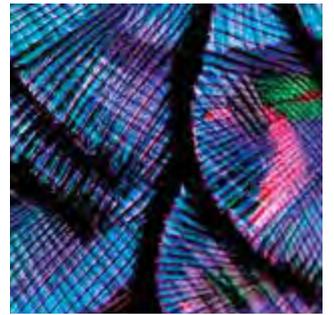
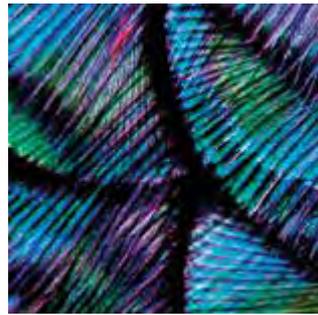
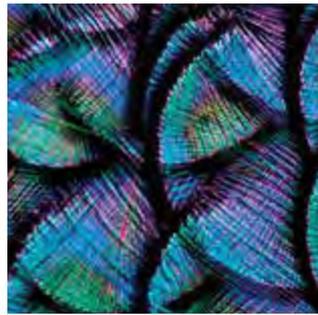
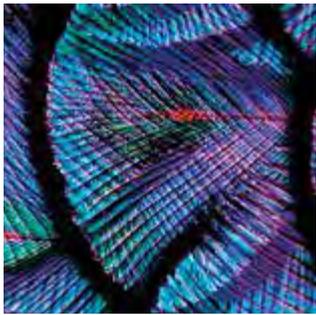
Two key aspects of my teaching methodology that derive from these principles are the use of diverse examples to convey complex statistical concepts, and maximising opportunities for active student participation to motivate and expand learning. The use of practical examples motivates and inspires students by highlighting the real-world relevance of statistical analysis. It also provides an insight into the type of work students could be undertaking in the future. To engage students and encourage active participation, I utilise a variety of techniques such as small group discussions, workshop-style sessions and a question-and-answer based dialogue approach when demonstrating examples.

"His passion in statistics is contagious. After this course, I found statistics really interesting!! Learning some tools from this course, now we can analyse data and answer some interesting questions by ourselves. Really want to learn more about statistics!"

Student feedback, 2017

"The lecturer was awesome!! I was truly satisfied with his teaching. His enthusiasm in statistics inspired me a lot. His teaching not only helped my learning, but also made me want to explore more about statistics."

Student feedback, 2017



CANDIDATES FOR THE AWARD FOR PROGRAMS THAT ENHANCE LEARNING

Archaeology in the field, the field in the classroom

Associate Professor Philip Piper

School of Archaeology and Anthropology

Dr Catherine Frieman

ANU College of Arts and Social Sciences

Dr Ash Lenton

**Associate Professor Dougald
O'Reilly**

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

Dr Duncan Wright

Dr Guillaume Molle

Professor Matthew Spriggs

Associate Professor Tim Denham

Dr Sofia Samper Carro

Dr Stuart Bedford

Dr Jack Fenner

Ms Julia Dunn

Ms Rachel Wang

Mr David McGregor

RECIPIENT

Award for Programs that Enhance Learning



Archaeology in the field, the field in the classroom

Associate Professor Philip Piper
Dr Catherine Frieman
Dr Ash Lenton
Associate Professor Dougald O'Reilly
Dr Duncan Wright
Dr Guillaume Molle
Professor Matthew Spriggs
Associate Professor Tim Denham
Dr Sofia Samper Carro
Dr Stuart Bedford
Dr Jack Fenner
Ms Julia Dunn
Ms Rachel Wang
Mr David McGregor

School of Archaeology and Anthropology
ANU College of Arts and Social Sciences
School of Culture, History and Language
ANU College of Asia and the Pacific

Synopsis

In recent years, the ANU School of Archaeology and Anthropology (SAA) has refocused the undergraduate and graduate taught programs to promote and centre on excellence in fieldwork and field methodologies, including ethical and community-engaged research practices. Developing expertise in field methods is encouraged through a scaffolded architecture of courses which bridges campus-based learning and multiple nationally and internationally-based field schools. The program has contributed considerably and measurably to student learning and engagement, enhanced discipline-specific and

transferable graduate skills, and engaged ANU archaeologists more closely with stakeholder communities, including Indigenous Traditional Owners. Thanks to the international breadth of expertise among ANU archaeologists, a situation unique to Australia, and to the commitment by faculty and administrative staff to promote access to field training, the SAA is able to offer an unprecedented range of fieldwork training opportunities within a culture of excellence that has benefited not just students, but also the national and international reputation of ANU archaeology. The quality and impact of this teaching program was recognised in 2017 with a CASS Award for Excellence in Programs that Enhance Learning.

The team's approach to supporting teaching and student learning

Since 2012, and increasingly since 2015, SAA has built fieldwork training into the undergraduate and taught Masters programs to support the development of a more skilled and employable student cohort. The fieldwork program developed in SAA was not only designed to enhance the skills of ANU archaeology graduates and undergraduates by giving them hands-on, practical training in a broad suite of archaeological methods, but also to introduce them to the excitement of field archaeology and to engage them in the process of research. SAA faculty have applied a scaffolded approach to fieldwork training that steadily increases student competency and confidence with field trips and intensive fieldwork sessions in otherwise classroom-based courses, an on-campus mock-excavation attached to an archaeological methods course to simulate the fieldwork experience in an accessible environment, and four off-campus field schools, with one in Tasmania, one in Vanuatu, and two in Europe. The animating idea is that this structure provides a variety of fieldwork experiences that will be accessible and of interest to the widest number of students. Moreover, it builds on the skills and research programs of SAA faculty, allowing students to participate more directly in the scholarly output of the SAA. Students enrolled in these field schools do not just learn to dig, but are expected to gain familiarity with a range of fieldwork techniques, to learn to analyse data produced during the excavations, and understand the post-excavation research that culminates in the academic output they read.

“Without a doubt, if I did not participate on that field school [in Vanuatu] in 2012, my experience to date would have been very different. It planted a seed that grew into an obsession and saw me pursue more field work in Vanuatu and attain more university qualifications. My participation in field schools and successive trips to Vanuatu has been the most influential experience in terms of shaping my academic journey.”

Rob Williams, Graduate student 2016

CANDIDATES FOR THE AWARD FOR EXCELLENCE IN SUPERVISION

**Associate Professor Salman
Durrani**

Research School of Engineering
ANU College of Engineering and Computer Science

Dr Keith Barney
Early Career

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

Professor Renée Fry-McKibbin

Crawford School of Public Policy
Centre for Applied Macroeconomic Analysis
ANU College of Asia and the Pacific

Professor Laurajane Smith

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

RECIPIENT

Award for Excellence in Supervision



Associate Professor Salman Durrani

Research School of Engineering
ANU College of Engineering and Computer Science

Synopsis

Associate Professor Salman Durrani is passionately committed to the supervision of PhD and undergraduate students. He is a leading international research expert in telecommunications and an award winning teacher in electronic engineering at the Research School of Engineering, Australian National University. Since 2005, he has supervised 70 students (including three postdocs, 12 PhD, six Masters, 30 BE honours and 20 BE R&D students), contributing to capacity and capability building in the nationally important engineering discipline. His supervision approach is based on his core belief that knowledge creation binds research, teaching and supervision. This integrated view of research, teaching and supervision allows him to excel at supervision by leveraging knowledge and skills involved in research and teaching. He seeks to help his students to overcome personal and professional issues to allow them to excel in research. The success of his efforts is reflected in the multiple student awards and honours, student exchange visits with leading international researchers and employment outcomes of his graduated students.

Salman's approach to teaching and supporting student learning

I believe that knowledge creation binds research, teaching and supervision (see Figure on right). Research is the process of creating new knowledge; teaching is the process of communicating the newly created knowledge and supervision is the process of guiding others to create new knowledge.

This integrated view of research, teaching and supervision allows me to appropriately leverage knowledge and skills involved in research and teaching to excel at supervision.

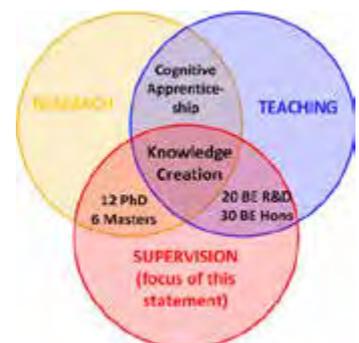
In my teaching, I am a keen proponent of the use of the cognitive apprenticeship, which is a structured model of teaching and learning with the basic goal of walking the students through the processes that our minds automatically go through as experts. This emphasis on learning expert-thinking in my teaching carries over well into my supervision. I believe that research supervision is the most advanced level of teaching, often taking the form of a one-to-one cognitive apprenticeship while being individually tailored for each student, with the goal of transforming students into independent researchers. I, therefore, mentor my students to overcome personal and professional issues to allow them to excel in research. I developed this approach while completing the Graduate Certificate in Higher Education in 2007 and I have further refined it over the past decade.

“Salman provided me with opportunities to collaborate with fellow students and expand my engagement with the research community outside the ANU. The collaboration within and outside the ANU kept me motivated to deliver an outcome because I could clearly see the continuity from my project to a broader scholarly community.”

Ms Maki Shinosaki, Honours student

“Salman taught me the art of technical writing in a very patient manner. When I started my PhD, I did not have any research or technical writing experience. I still remember that he had to review 11 drafts of my first transaction paper.”

Dr. Zubair Khalid, PhD graduate



CANDIDATE

Award for Excellence in Supervision Early Career



Dr Keith Barney

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

Synopsis

Dr Keith Barney is a Human Geographer and Early Career Lecturer at the Crawford School of Public Policy. Since 2013, Keith has been closely and enthusiastically engaged in Master and Doctoral-level supervision at the ANU, and teaching into his programme's research-intensive courses. For Keith, a core element of graduate studies involves the transition from student to researcher. This can involve embarking upon a conceptual awakening towards 'meta-learning'; from students as recipients of existing knowledge, towards being active producers, critical appraisers and originators of new knowledge and conceptual insights. Keith aims to advance a transition from novice researcher to virtuoso expert through instilling rigorous and ethical research standards, whilst dismantling unhelpful hierarchical barriers. Keith's detailed support and guidance to students through the entire research cycle is founded upon a respect for a young scholar's own situation, interests, perspectives, and learning pathways, and builds upon the inductive insight that *"Theories are formed through experience, never mysterious forces"* [with credit to American hip-hop duo Dead Prez (2000), "Let's Get Free"]

Keith's approach to teaching and supporting student learning

I believe a core task of a supervisor is to assist a novice researcher with turning potentially nebulous topic interests and ill-formed questions, into a logically structured, empirically grounded, academically informed, and viable research project, that holds the potential to make a solid contribution to scholarly knowledge. A second task, which extends beyond the formal logic and practice of good research, involves encouraging steps towards a scholar's critical self-awareness and personal

understanding. For me, these tasks are inseparable for producing engaged, enjoyable, and ethical research.

My experiences and skills with turning research ideas into practical realities were initially organised and sharpened through a program of doctoral fieldwork and action-research, in collaboration with the National University of Laos in Vientiane. Since 2015, I have worked with 42 Masters and Doctoral students in the Crawford School RE&D research-stream courses. Over the same period, I have supervised eight Masters research projects to completion, all completed on time, and with a Distinction grade or higher. My current cohort of eight Doctoral students are currently making strong progress in their degrees, with two submitting their dissertations for review in January 2018.

I have also conducted joint fieldwork in Southeast Asia with my ANU graduate students, including in Laos and Indonesia. Through collaborative fieldwork, I highlight to students the importance of a reflexive awareness of how research data is being accessed and with what implications, and the value of allowing inductive insights to emerge. Novel conceptual breakthroughs can occur when researchers use their imagination and employ their critical capacities to follow promising lines of empirical evidence.

Back in the classroom, my research proposal/project classes are characterised by a stimulating and supportive student learning environment, and students have found my peer review roundtables to be particularly useful: *'The feedback from my peers and the Course Convener during these workshops was invaluable. It helped me manage my project and complete it in time.'* Students have described my teaching practice as *'ever supportive, approachable, and knowledgeable.'*

"I learned so much from Dr Keith Barney during the final stage of preparation for my fieldwork, [including] procedures to ensure rigorous and ethical requirements for qualitative research, the essential demand of critical thinking, dedication, hard work, and being ready to head to the field with an 'open mind but not an empty mind.' These learning experiences have consolidated over time and become a skill set so meaningful for my entire life, rather than just as an academic achievement."

Student comment on the quality of research supervision in EMDV 8066 Research Project 2017

CANDIDATE

Award for Excellence in Supervision



Professor Renée Fry-McKibbin

Centre for Applied Macroeconomic Analysis
Crawford School of Public Policy
ANU College of Asia and the Pacific

Synopsis

Professor Fry-McKibbin has participated on the supervisory panels of more than 36 PhD students since she arrived at ANU in 2002. As a member of the leadership team of the Centre for Applied Macroeconomic Analysis in the Crawford School of Public Policy, she has contributed to shaping a rewarding PhD experience for the next generation of macroeconomists who are now beginning to hold senior positions globally in central banks, treasuries, universities and the private sector. The beneficiary of supportive supervisors and mentors throughout her own career, Fry-McKibbin has passed on those lessons to her students by encouraging qualities of intellectual independence, transparency, rigour, contribution and respect. She assists PhD candidates in tailoring the best experience for themselves based on their needs and future aspirations, knowing that success will follow the identification and fostering of the strengths of each student. Although a PhD is an individual enterprise, it does not have to mean academic or personal loneliness and isolation. She is conscious of the mental wellbeing of her students along the PhD journey, and building on the exceptional student support provided by the Crawford School of Public Policy, ensures a sense of community amongst the students studying macroeconomics which in turn provides a network of professional colleagues to last a lifetime.

Renée's approach to teaching and supporting student learning

The design of an excellent PhD needs to take into account three factors which in turn underlie my approach to supervision.

These are understanding the anticipated trajectory of the student, expecting participation of students in the excellence that surrounds or providing opportunities to embrace excellence if it needs to be found elsewhere, and taking into account the features of the individual. Potentially the biggest factor in successfully supervising a large number of students though is in providing a community where students can challenge each other, compete with each other, support each other, and where an international network of lifelong trusted colleagues are made.

When students start their PhD the first question I ask them is what they want to do when they complete. The answer leads to the tailoring of a different experience for each student based on their needs. Some students who are obliged to return to their home country to work in Central Banks of policy organisations need different skills to those who want an academic career. Having an understanding of the aspirations and commitments of a student also determines the appropriate mix of panel members on students' supervisory panel. Many students don't know what they want to do, so helping them work that out is also important. The most important skills that all students need, independently of where they end up, is how to be adaptable and how to think for themselves.

“Professor McKibbin’s most commending quality is her advocacy for her students that continues after graduation. I have benefitted more than once from Professor McKibbin’s strong support when prospective employers sought out her advice on my employment suitability. For this support, I am particularly grateful.”

Dr Edda Claus, Wilfred Laurier University

“She has the excellent ability to guide students into high achievement, allowing us to realize our own potential. Her primary goal was not to extract work from me as a research assistant but instead to nurture me to be a devoted researcher. In this regard, every project I did with her was posed as a lesson in how to be a researcher, and these experiences made me realize for certain that I could pursue a greatly fulfilling life as a research scientist.”

Dr Wei Jin, UNSW.

CANDIDATE

Award for Excellence in Supervision



Professor Laurajane Smith

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

Synopsis

At this stage of Professor Smith's career, supervision of research students allows: the integration of her position as a world leader in her field; her intellectual commitment to innovative, critical and socially meaningful research; her now extensive knowledge of editing and publishing; a very wide global network of contacts in a variety of fields; and the insights built over 28 years of teaching at four universities in two countries. Heritage and Museum studies, and particularly the work of Smith and her students, contributes to the development of cultural policies that address social diversity and associated issues of inclusion/exclusion.

All her former students work in academic positions. Her reputation as someone who is personally committed to the intellectual development of her field is evidenced by constant invitations to give keynote addresses at overseas conferences and conduct postgraduate master classes. Her reputation is not only as a considered and supportive supervisor, but as someone who takes the time and care to provide ongoing professional mentorship to past and current students, and ECRs generally. This is demonstrated by the publication records and successful careers of the ECRs she has nurtured and supported. She takes pride in developing collegiate peer relationships with students to facilitate critical confidence in their scholarship and research skills.

Laurajane's approach to teaching and supporting student learning

My goal is that by the end of the supervisory relationship I have produced not only confident and assured researchers, but also researchers that can trust their research insights while simultaneously critically interrogating and testing those insights against their data.

It is my intention to have instilled a desire to push boundaries and question 'givens' and assumptions that have been taken for granted, while facilitating the development of individuals who can assess research risks and have the confidence to take those risks.

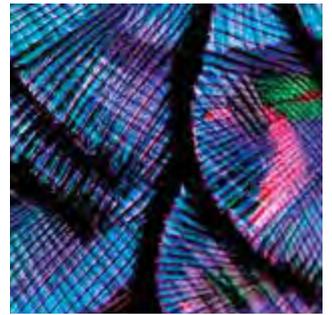
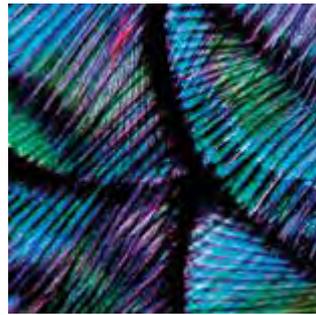
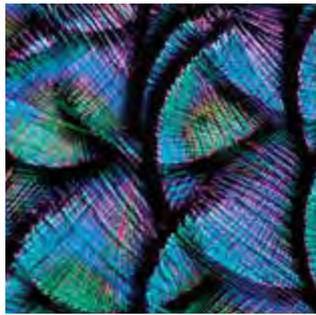
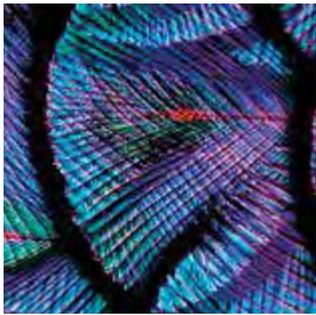
The specifics of my supervision practices vary considerably from student to student, and the practicalities of how I supervise will depend on a student's needs, aspirations and the varying levels of their skills and abilities. Nor do I consider that the supervisory relationship ends with graduation. While no longer a 'supervisor' I continue, as and when wanted, to mentor and provide emotional and intellectual support as my ex-students' careers develop. I have continued to read and give feedback on drafts of publications, grant applications, job applications, book proposals and so on as students become colleagues and peers.

Prof. Laurajane Smith is more than just a supervisor, [...]. She is supportive, invested in my success, and good at communicating and understanding people outside her culture. She has trained me to be confident [...] and critical during my PhD candidature. [...] In my experience, it is rare to see professors with such interest in their students.

Cut Dewi, PhD graduate

Laurajane is a supportive, expert, engaged, and energetic supervisor who displays integrity and fairness in all our interactions [...] She brings to her role a rare combination of being an internationally respected knowledge specialist and a high degree of emotional intelligence. She gives clear guidance when needed but also provides enough space to explore and develop independence. Laurajane has gone 'above and beyond' her supervision responsibilities – providing guidance and support to me in my early fieldwork even when she was on leave.

Rachael Coughlan, PhD candidate.



CANDIDATES FOR THE CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

Ms Pauline Bomball

ANU Law School
ANU College of Law

Dr Ding Ding
Early Career

Research School of Finance, Actuarial Studies and
Statistics
ANU College of Business and Economics

Dr Anthony Hopkins

ANU Law School
ANU College of Law

Dr Ben Swift

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

RECIPIENT

Citation for Outstanding Contribution to Student Learning



Ms Pauline Bomball

ANU Law School

ANU College of Law

Citation

For inspiring law students to engage deeply and critically with complex legal concepts through an interactive and dialogue-based learning model.

Synopsis

Pauline Bomball is a lecturer at the ANU College of Law. She has convened and lectured in compulsory courses for first year law students as well as elective courses for later year law students. Pauline's interactive and dialogue-based learning model motivates her students to be deep thinkers who engage critically with complex legal concepts.

Pauline's contributions to student learning have been recognised with a 2017 ANU College of Law Citation for Outstanding Contribution to Student Learning, 2014 ANU University Commendation for Outstanding Contribution to Student Learning (Team Award), 2013 ANU College of Law Award for Teaching Excellence (Team Teaching), 2013 ANU University Commendation for Outstanding Contribution to Student Learning (Early Career Teaching), and 2012 ANU College of Law Award for Teaching Excellence (Early Career Teaching). She was also nominated for a 2013 Vice-Chancellor's Award for Teaching Excellence, 2014 Vice-Chancellor's Citation for Outstanding Contribution to Student Learning and ANU College of Law Excellence in Education Awards in 2015 and 2016.

Pauline's approach to teaching and supporting student learning

I aim to create a supportive learning environment in which class discussions can take place in a robust, yet respectful, manner. When a student makes a contribution to a discussion, I generate debate by asking other students to volunteer alternative perspectives. I also encourage students to critique my views. I am a strong believer in collective learning experiences. I aim to make my lectures and seminars highly interactive. I see classes as an opportunity to engage in a dialogue with my students about the law. I stimulate discussion by posing questions, getting the class to reflect upon hypothetical examples, and encouraging students to come up with questions of their own. By engaging in class discussions and asking questions, the students enhance their own learning experience and contribute to the quality of the learning experience of their peers.

I provide students with a clear explanation of the key concepts in the course and give them a framework for navigating the finer details independently. I generally begin each topic in my lectures by presenting a 'roadmap' which identifies the key issues to be covered. I draw upon a range of examples to facilitate understanding of the key concepts.

"I have never seen such participation in lectures ever before. Pauline's kind nature, thought provoking questions and approachability meant everyone in the room was asking questions and participating in the lecture. It would have been incredible to witness if a stranger had walked in as it was round-robin with questions and banter. Amazing lectures."

Student feedback, SELT 2017

"Pauline's knowledge and love of the law was evident from day one and her enthusiastic teaching reflected this. Her classes frequently challenged me intellectually, a question was never left unanswered."

Student feedback, SELT 2014

RECIPIENT

Citation for Outstanding Contribution to Student Learning - Early Career



Dr Ding Ding

Research School of Finance, Actuarial Studies and Statistics

ANU College of Business and Economics

Citation

For sustained commitment to student-centred learning in a large-class environment through inspiring content that is enhanced by state-of-the-art pedagogical approaches designed for millennials.

Synopsis

Whether it is to rise to the challenge of being the first instructor to 'perform' in Llewellyn Hall with 350 students, or to navigate between pillars in a flat classroom at the basement of the John Dedman building or the first floor of 7-11 Barry Drive, Ding Ding focuses on staying engaged with her students. The delivery of her educational pursuits is guided by a two-pronged strategy: 'Inspiring content, supported by creative teaching methods'. She contextualises theories within current events and research, and employs an array of tailored teaching methods to foster independent learning so as to enable students to mature into tomorrow's leaders. To create an interactive learning experience for every student, she pioneered the systematic use of *PollEverywhere*, a real-time classroom response tool, and led college efforts to make its use an enterprise-wide standard. Regardless of class size or venue, Ding Ding's students rate highly the learning experience with her on all dimensions.

Ding Ding's approach to teaching and supporting student learning

To succeed in student-centred teaching, my strategy is rooted in getting to know my students and adapting to their learning habits while cultivating their independence. Important and popular subjects such as *Derivatives* and *International Finance* tend to be full of technical content.

Students can quickly become mired in a fear of the many complex formulae. To evoke excitement, my lectures and assessments are designed to provide contextual learning so that students can develop a frame of reference that allows them to be curious and effective learners. Students are invited to discuss in class and through assessments how knowledge points learnt in class may be used in real world scenarios. Over the duration of the course, students are guided to develop skills that they can utilise in practice.

In a two or three hour lecture with more than 300 students and one instructor, sustaining interaction requires creativity. A highly structured, yet interactive delivery supported by strategic use of state-of-the-art pedagogical technology proves large classes can be inclusive and engaging for our students. Students appreciate that lectures are delivered seamlessly through dynamic lecture slides, a tablet to walk through demonstrations, formative and summative interactions via real-time classroom response systems such as *PollEverywhere*, and innovative add-ons to provide out-of-lecture support that completes the learning experience. With an empathetic approach enhanced with technology, a class – in Llewellyn Hall or elsewhere – can be transformed to a 'star-studded performance' in which students are able to find themselves and their ideas centre stage.

Beyond the scope of a particular course, students will continue to benefit when the instructor reflects on their own experiences and shares with peers. I began an in-class trial with *PollEverywhere* in 2015. Upon receiving positive feedback from students, I took the lead to assist CBE colleagues in a college-wide roll-out of the tool, designing surveys to collect student usage patterns and feedback, as well as compiling a report for the College. At the same time, I shared with my colleagues the benefits of the tool and presented at a CBE Teaching Tips & Tricks session. By 2017, *PollEverywhere* had become an enterprise-wide tool. It gives me much fulfilment to contribute an effective tool at my colleagues' disposal. In addition, the success extends the merits of strategic use of educational tools in our teaching and learning deliveries.

“The fact that Ding Ding has taught very large courses from the day she started at ANU and has received such outstanding evaluations is testament to the overall effectiveness of her teaching and the very high regard in which she is held by her students. However, what truly sets Ding Ding apart as a lecturer is her willingness to go the extra mile to help both her students and ANU.”

Colleague comment

RECIPIENT

Citation for Outstanding Contribution to Student Learning



Dr Anthony Hopkins

ANU Law School

ANU College of Law

Citation

For design and delivery of an innovative 'large-cohort' experiential *Evidence* course that requires students to participate 'in role' as lawyers in a semester-long mock trial.

Synopsis

Anthony Hopkins is a senior lecturer at the ANU Law School, where he teaches *Criminal Law* and *Evidence*. He is the Director of Clinical and Internship Programs for the Law School, supervises students in the Indigenous community law clinic and maintains a practice as a barrister. Anthony began his career as a criminal defence lawyer in Alice Springs, working for Aboriginal Legal Aid. This experience, together with continued practice, informs Anthony's teaching and research, keeping questions of power, inequality and the importance of understanding the experience of 'others' in the criminal justice system squarely in the frame. Anthony joined ANU in 2015.

In 2017, Anthony taught *Evidence* as a semester-long mock trial for the benefit of a cohort of 349 students. During the semester, each student appeared as a prosecution or defence lawyer, taking responsibility for the emerging trial narrative. Lectures related theory directly to practice, preparing students for their appearances.

Anthony's approach to teaching and supporting student learning

Often the practical and moral importance of university learning is only realised when that learning is 'put in action'. When it comes to the rules of evidence, the point of action is when the newly graduated take to their feet in a trial facing the responsibility of making decisions that affect the lives of their clients, other participants in the legal process and the wider community.

This creates an imperative: to take students to the coalface of trial practice, in order to inspire in them a sense of real purpose and relevance.

Where it is not possible to take students to the coalface, the coalface must come to them. This was achieved through the creation of a fictional trial, in which a new witness gives evidence each week in tutorials, providing an authentic simulation of the rules of evidence in action. Students participate as prosecution and defence lawyers, and as witnesses, with the trial content evolving to ensure full coverage of all prescribed learning. The excitement and apprehension of appearing, questioning and arguing a case is very 'real'.

The premise for the course was not simply that evidence is best understood in practical context, but that 'in role' student engagement fosters a capacity for critique and challenge, as the shortcomings and complexities of the trial process are directly revealed. The trial centred approach – coupled with a specific focus on the experience of vulnerable witnesses – provides a valuable opportunity for students to question the extent to which trial process and procedures operate to silence voices. Drawing upon practical and research experience with Aboriginal witnesses and sexual assault survivors, I asked students to engage with issues of language and power – returning them again and again to the question of justice.

It is asking a lot of students to require them to perform in a court before their peers, questioning witnesses and making arguments in relation to the admissibility of evidence. Yet, experience shows that students have a capacity to rise to the challenge that demands respect. There is nothing more satisfying than seeing a student perform and realise, for the first time, that the path of an advocate may be for them. To enable this, it is essential that students received sufficient targeted instruction, but also that they receive encouragement to experiment, innovate and express themselves, knowing that 'failure' is a wonderful learning opportunity.

“Anthony's approach to facilitating and encouraging creative environments is the most inclusive and encouraging I have encountered so far in my studies.”

SELT 2017

“Anthony is an empathetic lecturer who also teaches about the perspective of different parties especially marginalised or minority groups such as Indigenous Australians or sexual assault survivors. This makes for a more impactful course that lets students see the impact of law - not only on lawyers and other legal actors, but on other participants that are drawn into the process.”

Nominator 2017

RECIPIENT

Citation for Outstanding Contribution to Student Learning



Dr Ben Swift

Research School of Computer Science

ANU College of Engineering and Computer Science

Citation

I support and inspire all students (especially “outsiders”) to learn through a unique fusion of technical knowledge, creative showmanship and empathy.

Synopsis

Since 2016, Dr. Ben Swift has taught and developed several courses in the Research School of Computer Science (RSCS). Ben’s background as a multidisciplinary ‘art + code’ computer scientist allows him to combine his technical knowledge with innovative out-of-the-box teaching approaches (such as conducting a class choir of 250 computer science students in a revision song—in three-part harmony!) Ben’s passion, unique mix of skills and deep empathy for students, especially those who don’t fit the mould in computer science, makes him a favourite lecturer in RSCS, and his courses are often cited as providing inspirational and transformative learning experiences.

Ben’s approach to teaching and supporting student learning

I was a relative latecomer to the field of computer science. I wasn’t one of those kids who’d grown up tinkering with computers and programming; I’d really never done any programming until my third year of university. I was finishing my undergraduate degree in mathematics when I had a chance encounter with a researcher and found out that you could write code to make music. Having grown up playing music, this inspired and motivated me to learn to code much more than any assignment ever could. I took an honours year in Computer Science (CS) and it changed the course of my life.

After graduating and becoming a lecturer, I took the opportunity to reflect on what I actually wanted to be as an educator. I decided that I wanted to be the lecturer who inspired and motivated students, and in particular that I wanted to:

1. Create a curriculum and learning environment where students who haven’t been tinkering with computers and coding their whole lives don’t feel like outsiders, but instead feel like they can bring their other skills to bear, even on the technical challenges within a CS course;
2. Inspire students: to give them the same ‘Oh my, you can do that with computers?’ moment that I had back when I first started;
3. Use my skills as a multidisciplinary computer scientist, musician and ‘art + code’ researcher to explain things in different ways, cater for different learning styles and generally take advantage of what makes me me in my course content and delivery;
4. Care about students undertaking that journey—supporting and encouraging them as they take their first wobbly steps.

My current teaching schedule gives me the perfect opportunity to do this. I teach *Computer Organisation and Program Execution*, part of our core computer science curriculum, where students learn the nitty-gritty details of how computers work through programming a musical synthesizer. I also teach *Art and Interaction in New Media*, a no-programming-experience-required programming elective open to students from all over the university, where students learn how to code through making interactive artwork in the web browser.

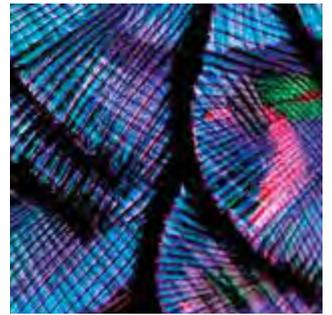
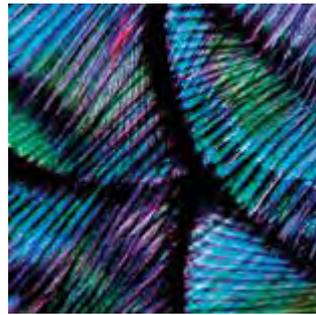
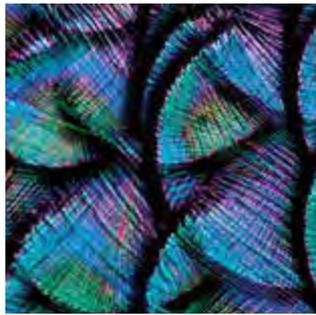
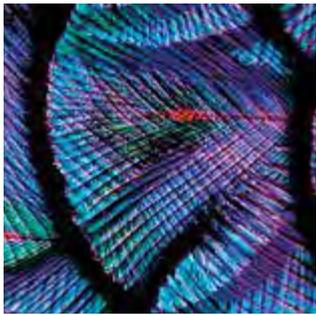
I am the leader of the code/creativity/culture research group within RSCS, and am currently supervising several PhD/Hons/project students in multidisciplinary creative code research. In this capacity, I hope to train up the next generation of CS ‘outsiders’ to enrich the teaching and research within the School and the wider university.

“As an art student with no experience in coding, enrolling in COMP1720 made me feel both excited and apprehensive. However, that out-of-depth feeling soon turned into fascination when lectures began.”

Student, *Art and Interaction in New Media* 2017

“His use of real world examples to better explain new concepts is just one example of how he ensured that students from different cultures of study could understand and thus improve their work, not only in the lab assignments but also in the major project and final exam.”

Student, *Art and Interaction in New Media* 2017



CANDIDATES FOR THE AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING

Dr Rebecca Gidley

Coral Bell School of Asia Pacific Affairs
ANU College of Asia and the Pacific

Mr Guangqian (Isaac) Pan

Research School of Finance, Actuarial Studies and
Statistics
ANU College of Business and Economics

Mr Dek Sum

Research School of Economics
ANU College of Business and Economics

Ms Huan (Noleen) Yin

Research School of Accounting
ANU College of Business and Economics

RECIPIENT

Award for Excellence in Tutoring or Demonstrating



Dr Rebecca Gidley

Coral Bell School of Asia Pacific Affairs
ANU College of Asia and the Pacific

Synopsis

Rebecca Gidley tutors and lectures in security studies, politics, and history. Her approach to teaching focuses on ensuring that all students are comfortable participating in discussion and creating diverse opportunities for them to do so. She incorporates recent events and news sources to further student engagement and preparedness for contemporary security debates, as well as using them as the foundation for dynamic and interactive activities. Her commitment to an inclusive and reflective teaching practice led her to become an Associate Fellow of the Higher Education Academy in 2017 and was recognised by the 2017 CAP Award for Excellence in Tutoring.

Rebecca's approach to teaching and supporting student learning

Two of the most important aspects of my approaches to teaching are creating diverse learning opportunities in my classroom and ensuring that students are comfortable to try out new ideas. Although some students are suited to the whole of class discussions that tend to dominate in the humanities, many are not, so I employ a lot of small group exercises before returning to whole group discussion to create more space for all students to engage. I find this approach significantly reduces the anxiety of participating. Students have had a chance to explore and practice their ideas in a smaller environment first, and the class hears from a more diverse group of students once we return to whole of class discussions.

I always work to ensure I have created an environment where students feel comfortable in discussions and taking intellectual risks. In my first week of classes, I run an exercise where I ask students to move to one side of the room or the other, depending on whether they agree or disagree with particular

statements. In this task, even those students not comfortable to discuss with the group why they had taken a particular position, were still thinking about the questions posed and taking a stance, and I made sure to encourage all opinions.

During the rest of the semester I sometimes assign groups of students a particular stance to argue for, to ensure that they get used to exploring sides of an argument they may not agree with. This approach also allows me to incorporate recent events and simulate real world scenarios. In light of recent news about North Korea or the South China Sea, I assign different groups to advocate a particular course of action to a particular world leader. After such exercises I make sure students are given the space to discuss their own perspectives on the issue regardless, of the position I had assigned them twenty minutes earlier.

“The freedom that we were given allowed everyone to be themselves and to speak openly. I have not seen any other tutor with this level of balance between being strict enough to create order and relaxed enough to allow easy engagement/arguments/debating between students.”

Student, *Introduction to International Security Studies*

Over the course of the semester, and normally within each tutorial, the teaching exercises and resources I deliver are divided into work on the immediate course content, and the broader academic skills necessary to meet the course objectives. Following observations in classes and through assessment of how first year students were handling the expectations of a university course, I developed a series of skills-based exercises to address the divergent competencies in foundational academic skills. A section of my teaching each week is designed to address a different skill, sequenced to correspond to the related piece of assessment. I run exercises to help students distinguish between criticism and critical analysis, to navigate the more nuanced aspects of good academic practice, and to clearly structure an introduction.

“She dedicated tutorial time to help us improve our academic trade craft and I know this directly contributed to my research essay mark increasing by 13% this semester. I can't emphasise enough how valuable I found her lessons on referencing, thesis statements, introductions, essay writing, and exam technique.”

Student, *Coping with Crisis: The Practice of International Security*

RECIPIENT

Award for Excellence in Tutoring or Demonstrating



Mr Guangqian (Isaac) Pan

Research School of Finance, Actuarial Studies and Statistics

ANU College of Business and Economics

Synopsis

Isaac Pan tutors later year undergraduate and postgraduate Finance and Statistics courses. Inspired by Fox's (1983) novel information about teaching styles, his teaching philosophy puts emphasis on student-focused learning. Through academic ethics and practical focus, Isaac is committed to applying research-led approaches to create an interactive environment. He takes a proactive role in engaging with students, acting as an effective intermediate between students and course convenors. With deep understanding of knowledge, combined with enthusiasm for teaching, he endeavours to motivate critical thinking and independent learning through innovative curricula design. He won the 2017 CBE Award for Excellence in Tutoring.

Isaac's approach to teaching and supporting student learning

To ensure a student-focused learning experience, an essential step is to understand the students' intellectual needs. One of my approaches to create such an experience is through tailored course demonstration. For instance, I developed a series of 'road maps' to facilitate learning in an advanced finance course. As a previous undergraduate student in ANU, I was aware that the course includes a comprehensive amount of information each week, and students can become overloaded. To ensure a smooth learning procedure, I abstract the most fundamental knowledge of the course in each week, put them into one-page 'road maps' and distribute them in tutorials. Graphic illustrations are extensively used in the documents to assist students in understanding complex concepts.

Generally, I provide brief revisions in each tutorial. During the revisions, two sets of questions are progressively raised to the

students. The first anticipatory sets are simple questions to motivate student participation. The second set of questions are advanced open-end questions, designed to facilitate deep understanding of the topic and beyond. By scaffolding the tutorial in such a progressive manner, students can pass the zone of proximal development and enhance their learning abilities. In addition, extensive research training has made me aware of the importance of assumptions. Consequently, I constantly emphasise certain assumptions, why they are important, and how conclusions may alter if the assumptions change. Given these exercises, students can develop deeper understanding of the concepts by actively thinking. More importantly, critical thinking enhances students' creative problem-solving skill and further promotes their independent learning ability, both of which are highly valued by employers in the workplace.

Lastly, I strive to incorporate practical focus and job-related materials into curricula design, both in and out of tutorials. For instance, when the mock trading platform was first introduced in one of my tutorials, I realised students were generally unfamiliar with the financial news content and had a difficult time incorporating this information into their trading strategy. This not only sabotaged the goal of mock trading, but also signalled student inability to land a great finance job, due to their lack of analytical skills. In response to this observation, I communicated with the course convener and started to encourage students to find and reflect on news pieces on relevant topics. In addition, industrial related issues are constantly incorporated into tutorial materials.

“Isaac applies an effective student-centred strategy to his teaching. In his tutorials, students are provided with learning opportunities that are relevant to them. He continuously stimulates students' interests and encourages independent learning by employing a practical 'real world' approach to teaching.”

Course convener, *Financial Intermediation and Debt Markets*

“Isaac has the strong academic knowledge and clear mind... always gives us more understanding and thoughts about the knowledge... because of (Isaac) I have more confidence.”

SELT student feedback, *Financial Mathematics*, 2017

RECIPIENT

Award for Excellence in Tutoring or Demonstrating



Mr Dek Sum

Research School of Economics
ANU College of Business and Economics

Synopsis

Dek Sum has tutored economics courses at the Research School of Economics (RSE) at entry and intermediate levels for more than two years. He is widely known for incorporating the science of colour-teaching into his classroom which has inspired many students to learn and study economics. Dek has reflected on his own experiences as an ANU graduate and collaborated with fellow demonstrators to implement a feedback mechanism to consistently improve and develop his teaching pedagogy. His electric teaching has also seen him receiving exceptionally high Student Experience of Learning and Teaching (SELTS) scores, with overwhelmingly positive feedback from his students. In recognition of his achievements, he was awarded the 2016 ANU Research School of Economics (RSE) and the 2017 ANU College of Business and Economics (CBE) Excellence in Tutoring and Demonstrating Award.

Dek's approach to teaching and supporting student learning

Drawing from my learning experiences as an economics graduate at ANU, the biggest challenge for students has always been the mathematics used in the literature. Understanding that students may possess varying levels of mathematical understanding, I have developed an effective approach by integrating colour psychology into my teaching to overcome students' fear of mathematics. Colour in nature carries visually appealing elements which encourage learning with less fear and more fun. With six different primary-coloured whiteboard markers as my teaching tools, I create a colourful whiteboard and comfortable learning environment to enhance students' visual memory and cognitive learning ability.

I also utilise various teaching materials during my tutorials to stimulate students' interests in the subject. Students gradually lose interests in a subject when they are expected to memorise a set of fixed mathematical equations by heart without knowing why. While understanding the rationale of many demonstrators' decisions to not explain the 'why' to students, I resolve this dilemma by simply converting the complex equations into graphs with the help of open-source programming software. This is known as picture-thinking which allows students to think deeply through visual processing.

I design my tutorials with the objective of developing critical thinking skills among students. Instead of teaching by telling, I teach by questioning. If students are passive, an error-learning approach will be used: instead of just spoon-feeding them with the correct answers, I deliberately present an answer with obvious mistakes. This wrong answer will then elicit conversations and debates from students and it usually does not take long until someone presents counter-arguments.

I make a point to always stand in the shoes of students and think from their perspective as to how I can best support their learning experience. Students often question the practicality of economic theory taught in class due to many unrealistic assumptions made in these models. I respond with an analogy of paper plane and airplane by flying a paper plane in the classroom. A paper plane is only able to fly in the air for mere seconds before it plunges, while an actual airplane carries millions of passengers around the globe every day. However, airplanes would not exist today if it was not for the studies done on the paper plane's model. Similarly, in economics we constantly study and improve models to better understand the economic reality in the real world, just like paper planes give shape to the airplanes we have today.

“Dek's tutorial is always colourful and full of positive vibes and energy. The way he uses different colours of whiteboard markers to teach just miraculously helps my study progress in the subject. His colourful whiteboard certainly adds colour to the uninteresting mathematical equations and brings the dull economic graphs alive!”

Student comment, SELT *Microeconomics 2*, 2017

CANDIDATE

Award for Excellence in Tutoring or Demonstrating



Ms Huan (Noleen) Yin

Research School of Accounting
ANU College of Business and Economics

Synopsis

Noleen Yin is a tutor and PhD candidate at the Research School of Accounting. Noleen stimulates students to engage in solving problems and sharing their opinions by developing a highly interactive and approachable tutorial environment. With a mix of individual exercises and group discussions, and a combination of writing assessments and presentations, students are guided to achieve independent learning and critical thinking. Students find Noleen 'patient, efficient and encouraging' and her tutorials 'vivid, thrilling and interesting'. She won the 2017 CBE Award for Excellence in Tutoring.

Noleen's approach to teaching and supporting student learning

Andragogy theory encourages teachers to place more emphasis on what the learners are doing. I believe that involving students whenever possible can enhance their learning experience, help them build upon their knowledge, and benefit from their peers' knowledge. They thrive on my encouragement and expectations in terms of tutorial engagement from the first tutorial and throughout the semester. Group discussions are always included in the first tutorial, and in later tutorials when time allows. To stimulate group discussions, students are required to explain some additional questions after the discussions. These challenges stimulate students' critical thinking and creative problem solving, which are important employability skills for their future professional careers.

I adopt the view of Humanism theory that learning is a personal act of fulfilling potential, as learners grow and develop over their lifetime. Independent learning and critical thinking are important for all learners in their lifetime of continuous learning.

To enforce a true understanding of knowledge, 'why' is the most asked question in my tutorials. Students are exposed to skilled questioning and reminded of what they have learned, to help them extend what they have known, which will allow them to answer the question 'why' by themselves. Students gain a sense of achievement by building answers step-by-step and enjoy the experience of independent learning and critical thinking.

My tutorials are carefully structured based on the topic and my experience of students' understanding prior to the tutorial. Revision questions and a comprehensive summary are given at the beginning of each tutorial, and connections between topics are discussed whenever possible to help students review prior materials and extend their knowledge to current topics. For instance, in the discussion of income summary, I use 'accumulated depreciation' and 'depreciation expenses' as examples to deepen students' understanding on depreciation entries and extend their knowledge of permanent and temperate accounts which are the foundation for income summary entries.

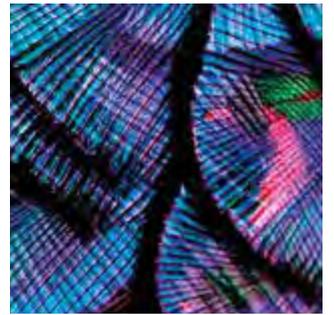
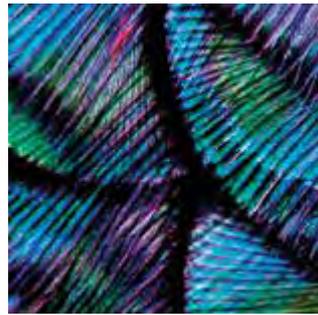
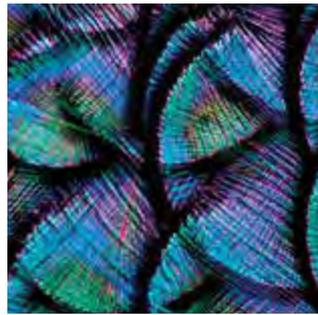
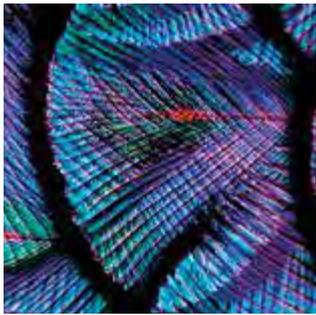
Presentation opportunities are provided to students to keep them engaged in tutorials and practice their skills in explaining accounting concepts. For difficult topics, student understanding is supported by real world examples and by working out answers on the whiteboard as clearly and systematically as possible. Structured explanations and real word examples allow students to understand the topics deeply.

“Noleen runs superb, interactive tutorials and I have frequently received unsolicited, glowing feedback from students. She has a student-focused approach to teaching that gets students involved, motivates students to learn and inspires them to think. Various activities are introduced in her tutorials and greatly inspired students' interest in accounting, making accounting an interest subject to learn.”

Course convener, *Financial Statements and Reporting*

“In Noleen's tutorials, I experienced being involved every time. No matter how difficult a tutorial question was, she could always find the best way to explain it. Instead of giving the answers directly, she would give us opportunities to share our opinions first.”

Student comment

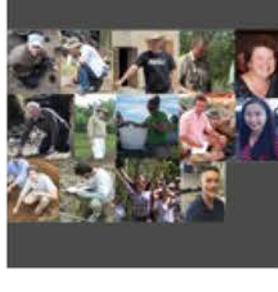




innovation



21
inspiring
teachers
& programs



excellence



CONTACT US

ANU PROMOTING EXCELLENCE

Centre for Higher Education, Learning and Teaching

10T1 Fellows Road

The Australian National University

Acton ACT 2601

T 6125 9486

E promotingexcellence@anu.edu.au

W services.anu.edu.au/education-support/awards-grants

CRICOS Provider #00120C