



Australian  
National  
University



RECOGNISING EXCELLENCE

2016 Vice-Chancellor's  
Awards for Excellence  
in Education

ANU Promoting Excellence

Centre for  
Higher Education,  
Learning and Teaching



**30** inspiring individuals & teams



**excellence**



**talent**



**dedication**



**commitment**



**drive**



# Recognising Excellence

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

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



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# VICE-CHANCELLOR'S CONGRATULATIONS

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

One of the key pillars of success for ANU is excellence in education, so it is a great privilege for me to be able to recognise the exceptional teachers and educational innovators who make learning exciting for our students.

It is essential to our goal as a world-class university to have excellent teachers. Teachers nurture the minds of the leaders and innovators of the future. The legacy of teaching excellence goes well beyond the present as teachers inspire, lead, motivate, encourage and assist students of today to reach their potential. So it gives me great pleasure to be able to introduce the recipients and candidates for the 2016 Vice-Chancellor's Awards for Excellence in Education.

In this booklet you will read about some remarkable people. What they have in common is their use of innovative teaching styles involving interactive methods to achieve teaching excellence. It is easy to see how they engage with their students, and how they work to bring out the best in each person.

I would like to thank all of the candidates

and recipients of the 2016 Vice-Chancellor's Awards for Excellence in Education for their hard work and to congratulate them on their success.

[insert signature]

**Professor Brian P. Schmidt AC**

Vice-Chancellor and President  
The Australian National University

# CANDIDATES FOR THE Award for Teaching Excellence

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**Dr Gemma Betros**

School of History  
ANU College of Arts & Social Sciences

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**Dr Joanne Wallis**

Early Career

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

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**Professor Steve Blackburn**

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

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**Dr Aaron Bruhn**

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

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**Dr Amy King**

Early Career

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

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**Ms Anne Macduff**

ANU College of Law

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**Dr Emmeline Taylor**

School of Sociology  
ANU College of Arts & Social Sciences

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**Dr Anna von Reibnitz**

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

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# RECIPIENT

## Award for Teaching Excellence



### Dr Gemma Betros

School of History

ANU College of Arts & Social Sciences

#### Synopsis

Dr Gemma Betros is a Lecturer in European History in the CASS School of History. She completed her undergraduate degree at The University of Queensland and her graduate studies at the University of Cambridge. Her teaching experience spans three continents: she was Lecturer in Modern History at the University of Leeds (UK) from 2007-08, moved to ANU in 2009, and was visiting fellow at the Harvard Divinity School in 2012-13.

Dr Betros teaching is grounded in the belief that all university students, regardless of their personal background or educational experiences to date, deserve the chance to succeed. Her teaching therefore seeks to make tertiary study accessible and to equip students with the skills to achieve their goals at university and beyond, all the while providing a world-class education and transformative student experience worthy of Australia's finest university. Her innovation and impact were recognised in 2015 with the CASS Award for Excellence in Education.

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

I believe that university education should offer each student the chance to succeed. As Australia's national university, we have a special responsibility to provide that chance to all of our students. My approach to teaching and learning acknowledges that not all students arrive at university with the same knowledge base and skill sets, but my opinion is that, with the right guidance and encouragement, all students have the potential to succeed there. This means constant innovation in my search to deliver exceptional, yet accessible instruction and to help students develop their skills to the best of their abilities.

In the classroom, I firstly achieve this by transforming the traditional lecture into an engaging interactive experience. Activities such as my 'Collaborative Conclusion' and 'Skills development sessions', for example, help students build confidence in their critical thinking skills and break down the steps needed to achieve their goals. My redevelopment of the School of History's European History curriculum, together with guided, hands-on analysis of primary source material in class each week, help ensure that our students benefit from dynamic, yet accessible research-led instruction. Constant evaluation of my teaching practice has meanwhile led me to reimagine the provision of student feedback, leading to a dramatic improvement in student satisfaction.

My activities outside the classroom focus on students' broader development—seen for example in the support and training I provide for tutors—and on public engagement, illustrating my belief that both academics and students should be at ease with bringing our knowledge, and our expertise in building, communicating, and applying that knowledge, to the world outside academia.

Many of my approaches to teaching and learning can be easily adapted to other disciplines. By constantly seeking to improve the way we help students develop their knowledge, skills and experience, we are not only helping to make achievement at university attainable for everyone, but helping to create the foundations for a lifetime of learning and, in the process, a more inclusive and equitable future.

**“Gemma's engaging and inclusive teaching style helped me see that History, and equally university, could actually be an entirely manageable and enjoyable enterprise.”**

First-year student

**“I can say with complete confidence that Dr Betros is one of the most engaging and stimulating lecturers I have seen in action [...] I can report that she is an inspiration and a model to her colleagues too. This is what a great and dedicated teacher can do. Dr Betros attracts, motivates and educates students, stirring in them a love of learning, and – just as importantly – she helps to create a culture in the broader School, College and University where teaching is very important.”**

Professor Tom Griffiths,  
School of History

# RECIPIENT

## Award for Teaching Excellence Early Career



### Dr Joanne Wallis

Strategic & Defence Studies Centre  
Coral Bell School of Asia Pacific Affairs  
ANU College of Asia & the Pacific

#### Synopsis

My students are faced with a dilemma: a US plane has crashed on an island claimed by China in the South China Sea. The US declares that the plane was carrying naval technicians; China that the US personnel are spies. China refuses to release the Americans. Tensions rise and both countries deploy their militaries. The US asks Australia to assist. What does Australia do? Support its closest military ally, the US? Or its major economic partner, China? This is the kind of problem that can challenge security analysts and practitioners, and which my students try to resolve by applying their Security studies to real world scenarios. Unfortunately, the war game in which we simulated this crisis ended up in a nuclear war, but at least my students gave well considered reasons for it!

Dr Joanne Wallis is a Senior Lecturer in the Strategic and Defence Studies Centre (SDSC). Her passion for learning and teaching is evident in the time she has devoted to developing innovative courses, experiential learning, creative assessment and technology-enhanced participation. She has gone beyond the classroom to develop co-curricular activities intended to put her students' learning into practice and to help them develop transferrable skills.

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

I think that teaching excellence involves focusing on more than the outcomes of learning; the process of learning is equally important.

In terms of process, to engage my students I link conceptual material to 'real world' events, which illustrates how concepts

work in practice and the value of mastering them. I also utilise experiential learning, most significantly through the extended Crisis Simulation I developed for STST2003 'Security in the South Pacific'. During this simulation, students put their learning into practice by role playing how Australia would respond to a crisis in a fictional island in the South Pacific. To prepare my students and expose them to a mix of academic and practical content, each week I invite a security practitioner to guest lecture. To further my students' exposure to the application of Security concepts and to add nuance to their thinking, I also arrange two fieldtrips, one to the AFP International Deployment Group Training Village and the other to the ADF Command and Staff College.

I have also organised a range of co-curricular activities. To allow my students to think about the practical application of their Security studies, I have organised for them to make submissions to government: to DFAT in relation to Australia's role on the UN Security Council; and to Defence for the 2013 and 2016 White Papers. The high quality of their submission for the 2016 White Paper is an example of where this can lead. The submission was directly quoted in the report of the External Panel of Experts and one of their recommendations was included in the 2016 White Paper, providing them an invaluable confidence boost and an excellent resource for job applications.

**"The most notable strength was Joanne's enthusiasm for the course! ... These field trip opportunities were also a great strength of the course, as they allowed us to enhance our understanding of what we were trying to learn and the practical applications in the real world."**

SELT 2014, STST2003

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

SELT 2014, STST2003

# CANDIDATE

## Award for Teaching Excellence



### Professor Steve Blackburn

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

#### Synopsis

Steve is a research-intensive academic with a passion for teaching. Since 2011 he has been responsible for the introductory computer science course, Introduction to Software Systems. Steve brings to his teaching international leadership in the field of programming languages. His broader research expertise has a strong overlap with his teaching, and he has taken a major role in an overhaul of computer science curriculum at ANU.

Steve is passionate about communicating computer science as a highly dynamic enabling discipline, with a deep theoretical foundation and rich and creative practice. He sees computer science as something that every ANU student can bring to their chosen discipline, enabling and amplifying their creativity and thirst for discovery by unlocking previously intractable analyses and techniques.

Steve has been an innovator in teaching methodology, using his introductory course to develop new teaching practices, making the most of emerging technologies to maximise learning and engagement from students. Outside of teaching and research, Steve has service roles that include editorial duties, leadership roles within RSCS, and he serves as Associate Dean, IT in CECS.

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

Steve characterises computer science in terms of what it has become: the 'ubiquitous enabler', influencing nearly every facet of our lives, from health, to entertainment, to transport and science. The emergence of search and electronic social networks change what and how we learn, as well as how we

interact with one another. He is passionate about sharing this broad view of computer science with his students, and inspiring them with the possibility that they have the opportunity to change the way we live.

Most of the more interesting elements of his teaching are driven by challenges that he faces in this large introductory computer science course. He has developed a distinct teaching approach that is very effective for an introductory computer science course. This approach combines an engaged style of lecturing with applied problem solving which is led from the front, but involves the whole class. He leads the class in applying the theory in a concrete setting, writing and debugging code together in a group programming effort, using exactly the same tools that the students will use. Because it is the process of coding, rather than the final outcome that is key, quality lecture recordings are fundamental to his approach. Students can replay the video and review the process by which the problem was solved, step-by-step; something that is lost when students are only presented with the final artifact.

Steve breaks the material into discrete packages that comprise about five minutes of lecture-style teaching, followed by coding. This approach means every concept is delivered in at least two modalities in the lecture setting, and it introduces students to the craft of programming, making mistakes, and solving problems together. Seeing the lecturer think through the problems, make mistakes, and then debug the solution in front of the class, imparts confidence, teaches fundamental skills, and demystifies the professor.

**“The most notable strengths were in-lecture coding, which massively helps bring to light the theory behind the programming aspects, as well as teaching Java.”**

SELT, S2-2014

**“Because of this course and especially the special research presentations, I've been exposed to really inspiring projects and possibilities that I wouldn't have looked at otherwise, and I am now planning to change the first half of my double degree from science to computing.”**

Extract from student email, S2-2015

# CANDIDATE

## Award for Teaching Excellence



### Dr Aaron Bruhn

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

#### Synopsis

Dr Aaron Bruhn is a senior lecturer in Actuarial Studies within the Research School of Finance, Actuarial Studies and Statistics. With prior work experience as an actuary and manager in business, and as a principal adviser within the public service, he brings a breadth and depth of experience to his teaching. He has substantial involvement with the actuarial profession throughout the entire qualification process, including overall strategic oversight, curriculum development, assessment modification, examinations, and teaching at undergraduate, postgraduate and professional levels. His teaching has been favourably recognised through CBE Teaching Award nominations and nominations for the 'ANU Last Lecture'. However, the most satisfying feedback comes from students themselves, reflecting an approach to teaching that relies on presenting complex material as intuitive and in context, and a commitment to student development that goes well beyond the lecture room and course convenor responsibilities.

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

My view is that both 'student-centered' and 'instruction-centered' perspectives are important in the context of actuarial education. Where instruction is required, I believe a good approach is to focus on understanding and doing rather than merely absorbing, and to infuse such instruction with as much opportunity for students to be engaged in very practical terms. In this regard, I have been fortunate to teach key courses within the actuarial program at both undergraduate and postgraduate levels, including the postgraduate course 'Actuarial Control Cycle' which provides genuine challenges for many of our

brightest graduates. Its emphasis on real-world context and the adaptation of technical tools to real-life and applied problems, has given it a reputation as being very difficult to perform well in.

In this and other courses, I endeavour to make any instruction interesting, relevant, and practical. In the necessarily technical-heavy world of core actuarial subjects, my 'strategic' approach is not to rely on only a theoretical justification when discussing key concepts, but also to promote a strong intuitive grasp. The 'tactical' approaches adopted when promoting such intuition includes the use of analogy, humour, example, illustration (both literal and metaphorical), the use of visual aids such as videos and props including children's toys (for example, using Sheep and Kiwi figurines to highlight the principle of selection - I am fortunate my three daughters do not realize that their belongings are frequently subpoenaed into a work role), and some classes modelled on the lines of TV shows such as 'The Amazing Race'. The goal is to take what can appear complicated or laborious, and make it far more simple and understandable. This seems to provide a positive outcome for many, with making 'the hard seem easy' a key learning step.

Recognising the benefits of substantial engagement with industry is also important, which is done through various ways. This includes pro-actively seeking out internship opportunities for ANU students, having topical and applied assessment, and inviting a variety of key people to give guest lectures. This engagement with industry and exposure to differing perspectives is an invaluable part of learning.

In addition to this, simply treating each student as a unique and valued individual helps generate trust, which is a pre-cursor to their personal, professional and academic development. Indeed, going the 'extra mile' is no doubt the approach of many ANU faculty, and one which I endeavour to share.

**"While actuarial students tend to be naturally technically oriented, his methods can help them overcome a possible sense of intimidation regarding some of the material, by demystifying it and making students feel they too can master these concepts."**

Colleague

**"The guest lectures provided precious insight into different aspects of actuarial work... appreciated the values highlighted and emphasized in this course about integrity and professionalism."**

ACST8040 student, 2015

# CANDIDATE

## Award for Teaching Excellence Early Career



### Dr Amy King

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

#### Synopsis

Dr Amy King is a lecturer in the Strategic and Defence Studies Centre within the Coral Bell School of Asia Pacific Affairs. Since joining ANU in 2013, Amy has been responsible for convening courses on the International Security of the Asia-Pacific region and China's Defence and Strategic Challenges. She also teaches regular guest lectures and seminars on research methods, as well as on Chinese foreign and security policy, China-Japan relations, and Australia's security policy in the Asia-Pacific region. Building on her prior experience teaching Oxford-style tutorials, Amy is passionate about finding ways to make her students active learners. To this end, she has designed her undergraduate and Masters courses so that students are continuously engaged in primary research, student-led presentations, role-playing simulations and reflective writing.

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

The fundamental goal of my teaching is to provide my students with the tools to analyse regional security issues from diverse Asia-Pacific perspectives, and to 'open up' the state and examine the multiple actors that influence security issues in the Asia-Pacific region. Many of my students are or will become Australian government officials, or are currently serving in other government departments in the Asia-Pacific region. My challenge is to find ways to get my students to step outside their own Singaporean, Australian, Chinese or other home-country perspective and to analyse regional security issues from the perspectives of other states or sub-state actors. For my students, their time at ANU provides a unique window of opportunity to learn about how other states behave and why.

To achieve this goal I use a role-playing crisis simulation approach to teaching and learning. In my course on China's Defence and Strategic Challenges, students are assigned to play of one ten different actors within Chinese state and society (e.g. the People's Liberation Army Navy or the China National Petroleum Corporation). Over the course of the semester they research their actors and their roles in the wider policy-making system and then participate in a day-long crisis simulation.

As one of my students has explained, the role-playing process not only allows students to become active learners, but also to develop real subject matter expertise and thus to become teachers themselves:

**"I really valued [the fact] that students were able to teach one another a great deal about the motivations, history, character and weaknesses of different actors in the Chinese national security community. This was very empowering for students, as we became subject matter experts able to share our knowledge in an interactive way, rather than just class discussions (which some people do not feel comfortable doing)."**

Student comment

I was also motivated to develop the crisis simulation curriculum as a way to bridge the unhelpful divide between Strategic Studies and Chinese Studies in research and policy-making. A great deal of the existing commentary on China within the Strategic Studies and defence and foreign policy communities tends to treat China either as a 'black box' whose strategic thinking and behaviour is unknowable, or worse, as a unitary actor that is unaffected by the complexities of domestic politics, history, culture and social change. The role-playing crisis simulation therefore provided a unique way for students to open up the 'black box' of the Chinese state and to better understand the multiple actors and complex processes shaping Chinese security policy and strategic thinking.

**"To be honest, I only had a limited understanding of China as a monolithic country where decisions were made without consultation with other actors. I now see that the policy making in China is highly dynamic and multifaceted."**

Student comment

# CANDIDATE

## Award for Teaching Excellence



### Ms Anne Macduff

ANU College of Law

#### Synopsis

Ms Anne Macduff has been teaching at the ANU College of Law for 10 years. Anne's commitment to teaching is driven by a passion to provide a quality legal education that enhances student wellbeing. Research has clearly established that legal education has a negative impact on the wellbeing of students. ANU law students report signs of being 'lost and overwhelmed', and experiencing feelings of 'disconnection and intolerance'. Responding to student suggestions about what can be improved, Anne has devised authentic activities that allow students to feel that their learning is interesting and relevant. Anne engages students through supportive questions. These innovations enhance student wellbeing by supporting law students to see the relationship between their studies and the real world, and feel confident in their ability to learn and engage.

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

As a teacher, I have an obligation to encourage all students to grow intellectually and find ways to make their legal education personally satisfying. However, the research now confirms that law students experience heightened perceptions of isolation and alienation. As law students have also identified areas that negatively impact on their wellbeing, this seemed a good place to start trying to change this. I targeted two key areas of student concern, assessment and confidence.

In my course, Family Law, I have designed assessment experiences that allow students to engage with and explore the law in practical and creative ways. Students are more likely to become active in their learning when all the course activities, including the assessment, are set in a 'real world' or authentic context. I design learning activities that not only harness students' intrinsic curiosity in the world around them, but also

challenges students to actively engage in difficult concepts. Designing the activities requires careful consideration of what students know already, as well as what they need to confront or change in order to grow intellectually. Understanding the relevance of an assessment task, and being empowered to be critical and creative in those tasks, has supported law student wellbeing.

In my theory seminars, family law tutorials and during research supervision, I use supported questioning. I draw students into a learning conversation in a way that allows them space to articulate their ideas and gain confidence in themselves and their contributions. Whatever solution or conclusion students arrive at, they need to feel that it was their decision. Supported questioning not only helps students make sense of the law, but also their sense of self. It values student differences, and gives them support to find ways to express their unique abilities and personalities, and eventually to embrace those differences in their fellow students. Ultimately, this approach enables students to take responsibility for their own learning, and builds student confidence.

**"I often visited her feeling mired in confusion and overwhelmed, and after over an hour or so talking with Anne would leave feeling excited about my thesis, with a clear direction of my next steps and I always felt as though I got to those conclusions on my own. I would not have been able to get there without Anne's guidance and her ability to ask questions of me in conversation that improved my thinking."**

Student nominee

**'My experience of Anne's teaching has revealed an unparalleled commitment to not just teaching course materials, but also teaching skills that empower me (and my peers) to come to my own conclusions and articulate my ideas ... such that I am now a much more confident researcher.'**

Student nominee

# CANDIDATE

## Award for Teaching Excellence



### Dr Emmeline Taylor

School of Sociology  
ANU College of Arts & Social Sciences

#### Synopsis

Dr Emmeline Taylor commenced as a Senior Lecturer in the School of Sociology in 2012. She has been instrumental in developing the Criminology program (Bachelor of Criminology and a Major in Criminology) that began taking students in 2014. Under her strategic vision and leadership, the Criminology program has been hugely successful and is now one of the most popular study options in the College of Arts and Social Sciences. It continues to flourish with a Masters of Criminology launching next year.

Emmeline teaches two main courses into the program; CRIM1001 The Criminological Imagination, a first year course introducing students to the theoretical canon of criminology, and CRIM2002 Dimensions of Crime, that explores different crime types and the various phenomena that have been associated with criminal behaviour such as drugs and alcohol. As a result of an engaging curriculum and consistently high SELT scores, Emmeline's courses always attract very high enrolments. This year CRIM1001 has well over 200 enrolments.

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

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

I aim to ensure that curricula and resources are imaginative and intellectually stimulating, and their relevance is extended beyond the classroom by teaching students to apply new knowledge to real world situations. I appeal to the creative intelligence of my students by using many disruptive teaching strategies that also enliven classes and challenge customary perspectives of how learning ought to occur. A cornerstone of my teaching philosophy is to empower students to develop their ideas and intellectual identity. As a strong proponent of research-led teaching, students are exposed to the cutting edge of criminological thought and the most current developments within the field. I draw upon my own research to bring contemporary and relevant examples to the classroom and find that this stimulates curiosity among students as the topic is both real and immediate.

As the Convenor for undergraduate criminology, I am involved from the outset in inspiring students to undertake learning in the discipline of criminology. Students are inspired to learn, from a multi-disciplinary perspective, how crimes are defined, identified, and responded to, and importantly, how this reflects the ideological underpinnings of the society in which we live.

I am passionate about the recruitment of students into the Bachelor of Criminology, and into the School of Sociology more broadly. Reflecting my engagement with students from a range of demographic backgrounds, this year I was selected to represent the School of Sociology on an international visit to Singapore and Malaysia to showcase the Criminology and Sociology programs at ANU, and develop relations with institutes in South East Asia.

**"I really like Emmeline's teaching style, it's fun, but incredibly informative."**

SELT feedback

**"Emmeline has been instrumental in founding the teaching of criminology as a discipline at ANU, and has helped to build on the University's leading reputation for scholarly research in criminology."**

Professor Rod Broadhurst, Professor of Criminology

# CANDIDATE

## Award for Teaching Excellence



### Dr Anna von Reibnitz

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

#### Synopsis

Dr Anna von Reibnitz is a Finance lecturer in the College of Business and Economics. She has taught and designed courses across the Finance curriculum, from compulsory introductory courses with hundreds of students to elective advanced courses with as few as 20 students. In all cases, Anna's passionate and engaged teaching style can be summarised by one of the words most commonly used in her evaluations: "students". Her student-centred teaching methods focus on engaging with students of all abilities, language backgrounds and cultures in order to encourage deep understanding, a passion for the subject matter and, above all, a love of learning.

Since commencing as a lecturer, Anna's quest for new ways to inspire and excite her students has led to the introduction of innovative teaching methods that emphasise active engagement and authentic learning to equip students for life in the enterprising and competitive world of Finance. Her journey as an educator has been marked by a continuous rise in student satisfaction ratings, from an already high base to 97 per cent, as well as by a number of teaching awards and nominations at both College and University levels.

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

I believe that all good teachers have one thing in common: a passionate belief that teaching matters. Too often we forget that the purpose of universities is not only to advance knowledge but also to pass that knowledge on. Teachers, like students, always have more to learn. But if you are passionate about it, teaching can bring true gratification.

You can expand your students' minds, empower them, equip them for the future and, in doing so, change their lives.

My goal is to inspire my students so that they look forward to coming to class. I am aware that not everyone loves learning for learning's sake, that a student can complete a degree entirely focused on their final grades. I want to break this pattern. I want students to enjoy the ongoing process of critical thinking and independent learning that is fundamental to true understanding.

Creating an effective learning environment requires a key ingredient: stimulation of curiosity. Research shows that curiosity is vital, as people learn more easily when their interest is piqued. I adore Finance but I recognise that it can seem rather dry. I therefore work to connect with students by keeping classes interactive and dynamic, using a range of technologies and multi-media forms including videos, news articles and pictures.

One avenue that has proved particularly successful has been to bring my lectures into the real world, in line with the theory of authentic learning. I intersperse my teaching with stories of real life events and encourage students to seek out their own real life applications of the course material, which we discuss collectively.

My assignments reflect tasks that may be faced in a work environment. For example, my Portfolio Construction students analyse real data to form an investment recommendation for the superannuation portfolio of a client, using realistic objectives and constraints. In doing so, my students consolidate and apply the course material; conduct independent research; collaborate within a team; and gain the analysis, writing and presentation skills that are highly valued in the industry.

**"She was so passionate and unlike many other lecturers, had a passion to teach and convey her passion for Finance. She also used real world examples which is great."**

Student

**"Anna... explains complex concepts in a succinct manner. She does it in a way that newcomers to her discipline are able to understand the information, yet experienced students are still challenged ... she is incredibly patient and genuinely cares about her students."**

Student





# CANDIDATES FOR THE Award for Excellence in Supervision

**Professor Peter Kanowski**

Fenner School of Environment & Society  
ANU College of Medicine, Biology & Environment  
Master of University House

**Associate Professor  
Rosanne Kennedy**

School of Literature, Language & Linguistics  
ANU College of Arts & Social Sciences

**Professor Neil Fargher**

Research School of Accounting  
ANU College of Business & Economics

**Associate Professor  
Peter Strazdins**

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

# JOINT RECIPIENT

## Award for Excellence in Supervision



### Professor Peter Kanowski

Fenner School of Environment & Society  
ANU College of Medicine, Biology & Environment  
Master of University House

#### Synopsis

Paul Ramsden's exploration of academic leadership emphasises (p4) that academic leadership is "nothing mysterious or obscure", but "instead a practical and everyday process of supporting, managing, developing and inspiring academic colleagues". Research students are academic colleagues, and so the process that Ramsden describes follows naturally, as it does for other colleagues. Just as Ramsden developed his understanding of approaches to academic leadership from his work in advancing teaching and learning, so Professor Peter Kanowski's early-career academic experiences of graduate supervision and teaching became the foundations for the academic leadership roles that he subsequently assumed. Peter came to understand and practice supervision as a particular form of academic leadership, individually-tailored for each student, emphasising enabling of that person and facilitation of their learning.

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

My approach to supervision is inspired by Paul Ramsden's understanding of academic leadership, as "helping one's colleagues to enlarge their competence, improve their performance, and maximise their potential. In these senses, it is about helping people to learn". I understand supervision as a particular form of academic leadership, individually-tailored for each student, emphasising enabling of that person and facilitation of their learning. I work intensively with my supervisees to support and enable them in their individual journey of learning.

A significant part of the supervisor's role in enlarging students' competence is helping the student to assemble the package of knowledge and skills appropriate to their project and ambitions: from the knowledge and skill base that each new student brings, and their cultural and professional contexts; through supervisory advice about what they may not yet know; and by connecting them to those with similar interests or relevant knowledge, whether through the literature, in person, or virtually. In terms of performance improvement, two of the elements central to research student success are the capacity to conceive, frame and conduct research at the appropriate level, and to communicate that research-related and generated knowledge and learning to others. I seek to enable these skills in supervisees by working with them individually, and by facilitating their learning from peers and others.

Successful supervision is a partnership between supervisee and supervisor. It necessitates hard and sustained work by both parties. It also requires the other elements of a successful partnership – the need for mutual respect and understanding, maturity and give-and-take on both sides, and an openness to allow the relationship to evolve into one which works for both parties. That joint commitment is rewarding as well as demanding, and for the supervisor extends beyond the academic dimensions of supervision to anticipating and identifying the needs of supervisees and the opportunities they might pursue, and co-responding to those constructively and creatively in the context of each individual student's situation and aspirations.

**"Just as there is broad diversity of people who choose to undertake a PhD, there is a similarly rich diversity of 'journeys' to successfully completing a PhD. Peter's approach to supervision was excellent for me, yet it was clear during my PhD studies that he individually tailored his supervision to his many PhD students. Peter treated us as individual researchers, encouraging us to bring our life experiences and skills ... to the PhD journey. Peter encouraged and facilitated my PhD to broaden and enrich my life beyond the somewhat narrow confines of a PhD thesis, equipping me with a rich palette of life skills on top of my research expertise."**

Australian PhD graduate

# JOINT RECIPIENT

## Award for Excellence in Supervision



### Associate Professor Rosanne Kennedy

School of Literature, Language & Linguistics  
ANU College of Arts & Social Sciences

#### Synopsis

Rosanne Kennedy is an Associate Professor in the School of Literature, Languages and Linguistics, and convenor of the undergraduate program in Gender, Sexuality and Culture. She is a Humanities scholar with a PhD in literature and gender theory, and training in law and legal research. Her supervision practice is distinguished by intellectual rigour, interdisciplinary breadth and international engagement. She consistently assists students to write a well-structured, critically informed and theoretically sophisticated thesis, to participate in national and international networks, to publish their work in leading journals, and to develop successful academic and non-academic careers. Her signature contribution has been an influential Thesis Writing Workshop: the Five Essential Elements of a Thesis, nominated for a national Citation for Outstanding Contribution to Student Learning in 2009. She designed the workshop in the 1990s to help Honours and PhD students shape their projects and present their thesis proposals. When coursework became a formal HDR requirement, the Thesis Writing Workshop was offered as an HDR course and attracted students from a range of disciplines. Providing an effective model of how to approach the early stages of the research and writing process, it has proved to be a valuable aid for new supervisors.

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

I regard Humanities research as a privilege and a responsibility. The best Humanities research makes a vital contribution to the community, and has local, national and global significance.

My research – on memory, trauma, human rights and justice – addresses questions that are of historical significance and contemporary urgency. In line with my views on the public value of Humanities research, I encourage students to approach their thesis as an opportunity to join a community of scholars, to make an intervention in their chosen field, and to communicate their scholarship to broader publics.

I teach at all levels – from first year undergraduate to PhD. I take advantage of the opportunity that teaching provides to identify and nurture talent wherever I find it: I encourage talented undergraduates to do Honours, and I mentor talented Honours students to undertake doctoral research. My aim in supervision, is to support students to write the best thesis they are capable of within time constraints. I help students approach the thesis as a structured piece of work that must meet certain expectations and has certain limits. My Thesis Writing Workshop introduces students to five essential elements of a thesis (issue, text, context, methodology and voice) and prepares them for the Thesis Proposal Review.

I support research students to achieve depth and breadth in their chosen field(s), to develop sophisticated skills of research, writing and critical analysis, to gain intellectual confidence and authority, and to work at a level of research and analysis that is internationally competitive. For instance, I invite international experts, convene reading and writing groups, Masterclasses, symposia and conferences, and mentor students through every stage of the presentation and publication process. The effectiveness of my practice is evidenced in the successful outcomes for my students, including prizes and awards, academic careers, and in law, public service and museums.

**“Rosanne was my honours supervisor in 2012 and it’s because of her dedication that I decided to stay at ANU to pursue a PhD in Gender Studies .... she has been an endless source of motivation since I commenced studying at ANU in 2009.**

Current student

**“Rosanne has an imaginative, self-reflexive and global perspective on graduate education that emphasizes both intellectual and professional development. She develops her teaching not only in response to local demands, but also with an awareness of current trends and challenges in the Humanities.”**

Associate Professor Helen Keane, School of Sociology, colleague

# CANDIDATE

## Award for Excellence in Supervision



### Professor Neil Fargher

Research School of Accounting  
ANU College of Business & Economics

#### Synopsis

Neil Fargher is a professor in the Research School of Accounting. His research focuses on issues relating to auditing and financial accounting. He is passionate about research supervision and mentoring of staff.

He has been directly involved in the supervision of 36 PhD, masters and honours research students. In teaching research methods and other seminars, he has influenced many more research students. Neil has also served as chair of the research committee for the Research School of Accounting, head of school, and deputy dean-research in the ANU College of Business and Economics.

Neil's approach to supervision is to set expectations, to deliver timely and constructive feedback and to vary almost everything else based upon the individual student, the progress achieved and the stage of the student's development towards becoming an independent researcher.

The evidence of the success of his approach is in his students' research, their publications, their awards, their initial placements, and their long term career success. Students supervised by Neil have obtained positions in universities in Australia, Europe and the USA.

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

Promoting the development of skilled, knowledgeable and ethical researchers is a passion of many staff at ANU. Neil considers himself one of many ANU supervisors with the privilege of helping to develop research students to make original, insightful contributions to our understanding of the world.

All supervisors need to set expectations, to deliver timely and constructive feedback, but they also need to adapt their supervisory approach to the individual student and the student's changing needs over the course of their research adventure. Neil's supervisory approach is idiosyncratic. Each supervision is different and requires a complex evolution of the supervisory relationship to help develop an independent, creative scholar. At each point in the student's research program, the supervisor needs to consider what the student requires to continue improving their skills.

One example of skill development is the need to develop the student's capacity for critical thinking throughout their research program. Research students develop their capacity to think critically from coursework, through discussion with other students, through interaction with practitioners in the field, through feedback from their supervisory panel and through interaction with the broader academic community. Critical thinking is essential to research but is not always the strength of students attracted to the deceptively structured process of accounting. Neil's approach in educating accounting research students is to foster their ability to think critically; not 'what accounting policy applies' but 'why is accounting helpful in this context?'

Neil firmly believes that students who are both creative and have the ability to think critically will have many career opportunities. Neil's expertise in tailoring individual research training to the varying needs of students, and his overall approach to supervision, guides students to pursue these valuable skills and inspires them to strive for excellence.

**“Thank you for always challenging me to think critically and to seek improvements in my work.”**

Lynn Zhang, Former student

**“Neil often posed... tough and challenging questions which has fostered and facilitated my analytical and critical thinking skills.”**

Dr Gladys Lee, Former student, Senior Lecturer, The University of Melbourne

# CANDIDATE

## Award for Excellence in Supervision



### Associate Professor Peter Strazdins

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

#### Synopsis

Associate Professor Peter Strazdins has a strong track record in supervision, having supervised Honours students, HDR students and Research Associates over the last 10 years. His highlights include high completion rates, and strong rates of joint publications which often show quick evidence of impact. Two of his PhD students also won international awards in 2015. His mentoring and support extends to HDR students and researchers outside ANU and his field of Computer Science, and he takes a scholarly approach to all aspects of education. This approach has been enhanced by a Graduate Diploma in Higher Education, an AGSM Diploma in Management, and Senior Fellowship of the Higher Education Academy.

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

I provide my students with a range of PhD topics suitable for a wide range of abilities and interests – in all of these cases, I ensure the topic is challenging, impactful and satisfying for the student. Regular and clear lines of communication are something that I value highly, and I ensure that I communicate in such a way that important communications are preserved for convenient future reference. This includes a wiki area for recording notes on weekly meetings. I also foster a climate of mutual respect and trust, and encourage friendly and positive personal interactions, where appropriate. I am able to provide expert technical support to students, helping them first-hand to solve hard problems when required, and provide them with insight into my own analytical, design and problem solving processes (the Cognitive Apprenticeship Approach).

Aided by my long experience on the CORE Best PhD Thesis committee, I inspire my students towards excellence and to improve all aspects of communication. This includes joint meetings where students critique each others' work and facilitating PhD seminars. In a recent final seminar, this resulted in the speaker being asked 22 difficult technical questions from the mostly student audience, of which he ended up answering 20 successfully.

Through my extensive industrial contacts and my own resources, I have been able to provide my students with access to state-of-the-art facilities that they need to undertake their research. This has included supercomputer access at National Computational Infrastructure (NCI) or in the UK. I also procure and run my own set of small clusters for the necessary low-level work. My last purchase for this system was in 2014, for the latest 8-core machines.

I actively encourage opportunities within ANU for my students' professional development and broader education. This includes attendance at seminars, while also leveraging opportunities for a rich research environment both within my school and outside, using my strong connections with industry, external universities and external schools within ANU.

I am totally committed to helping young, and not so young, researchers reach their full potential. When working as an Associate Director (Education), I nurtured my colleagues with their teaching. I continue to play this nurturing role, not just within ANU, but within other institutions such as Sandia National Laboratories and Shanghai Jiao Dong University.

**“He provided me with chances to tutor students in his lectures, COMP2310 and 2300, for last three years, because he knows that I want to be an academic. This helped me not only learn how to teach, but also improve my communication skills.”**

Student

**“He was very effective in liaising with our industry partners Platform Computing, Toronto, Canada. With his efforts, ANU could sign an agreement with them and make the source code of their SOA middleware symphony available to us. That was a big win.”**

Student



# CANDIDATES FOR THE Award for Programs that Enhance Learning

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## **Military & Defence Studies Program**

**Professor Daniel Marston**

**Ms Tamara Leahy**

**Dr Aurore Chow**

**Dr Jack Bowers**

**Mr Andrew Frain**

**Miss Bel Corujo**

**Mrs Kathryn Brett**

Strategic & Defence Studies Centre  
Coral Bell School of Asia Pacific Affairs  
ANU College of Asia & the Pacific

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## **Professionalism and Leadership Theme**

**Years 3 - 4**

**Professor Zsuzsoka Kecskes**

**Dr Sarah Martin**

**Dr Elizabeth Sturgiss**

**Dr Michael Chapman**

**Professor Imogen Mitchell**

**Dr Kerrie Aust**

**Dr Rosa Marchetti**

**Dr Catilin Coombes**

**Clinical Associate Professor Deborah Browne**

**Dr Anne Leditschke**

**Dr Megan Hickie**

ANU Medical School  
ANU College of Medicine, Biology & Environment

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## **Bachelor of Engineering (Research & Development)**

**Dr David Nisbet**

Research School of Engineering  
ANU College of Engineering & Computer Science

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## **Archaeological Field Methods**

**Dr Dougald O'Reilly**

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

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# RECIPIENT

## Award for Programs that Enhance Learning



### Military & Defence Studies Program

**Professor Daniel Marston**

**Ms Tamara Leahy**

**Dr Aurore Chow**

**Dr Jack Bowers**

**Mr Andrew Frain**

**Miss Bel Corujo**

**Mrs Kathryn Brett**

**Strategic & Defence Studies Centre**

**Coral Bell School of Asia Pacific Affairs**

**ANU College of Asia & the Pacific**

#### Synopsis

The Australian Defence Force (ADF) has recognised the need to professionally educate future leaders, to develop critical thinking skills, and to build relationships as part of a joint inter-agency environment. These future strategic leaders require a deep understanding of their profession, the objectives and interests of the government, and the ever-increasing ways and means by which these objectives and interests can be achieved. Operating in true partnership, the ADF and ANU have created a unique opportunity for mid-career officers and Defence personnel to develop the creative talent that provides the basis of Australian joint military capability and leadership now and into the future.

The Military & Defence Studies Program (MDSP) is the ANU postgraduate program delivered onsite at the Australian Command and Staff College (ACSC). It is a fully integrated academic program balancing applied military, strategic and defence studies with vocational requirements created specifically for the ADF by the Strategic and Defence Studies Centre (SDSC) in cooperation with military directing staff.

MDSP is an innovative education model based upon a military-university partnership that is academically rigorous, promotes analysis, stimulates the desire for life-long learning, and reinforces academic research skills amongst future leaders facing the challenges of Australia's future security environment.

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

Up to 200 students participate in each MDSP course, and each of those students attempt 72 units of coursework in 27 contact weeks. MDSP is designed to be learner-centred. The program is intentionally structured to be delivered in person as an on-site, residential program to remove students from their familiar service comfort zones, and expose them to an integrated, 'joint' environment dedicated solely to learning and development.

Each element of the program is delivered with the intention of supporting the learning of the students. Students are truly 'full time' - each course is delivered in an intensive format, across a number of weeks rather than spaced across a semester.

By bookending study periods with contact hours, students are actively encouraged to discuss work in groups, to collaborate, and to build a community of peers. Assessment is considered holistically across the program but completed within the teaching period for each course rather than during a separate exam period. This allows students to focus their attention on the content of each course during the time allocated to it, and to continuously move forward at pace with the program.

**"As a recent graduate, I have drawn significantly on the knowledge and skills I gained during the MDSP in the course of my professional duties. The multidisciplinary course is well balanced and provides a solid foundation for mid-ranking officers preparing for both command and staff roles."**

MAJ Gwilym Leech, MA to the Deputy Chief of Army (MDSP Class of 2014)

# RECIPIENT

## Award for Programs that Enhance Learning



### Professionalism and Leadership Theme (PaL) Years 3-4

**Professor Zsuzsoka Kecskes**

**Dr Sarah Martin**

**Dr Elizabeth Sturgiss**

**Dr Michael Chapman**

**Professor Imogen Mitchell**

**Dr Kerrie Aust**

**Dr Rosa Marchetti**

**Dr Caitlin Coombes**

**Clinical Associate Professor Deborah Browne**

**Dr Anne Leditschke**

**Dr Megan Hickie**

**ANU Medical School**

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

#### Synopsis

A change in academic leadership of the Professionalism and Leadership Theme in years 3 and 4 (PaL3/4) in 2013 led to extensive student consultation followed by the formation of a new PaL 3/4 committee, comprising of student representatives, junior doctors and more senior clinician-academics with expertise in leadership and safety and quality in healthcare. The PaL 3/4 course was extensively revised following student feedback and took into account the Australian Medical Council outcome statements for 'Professionalism and Leadership' and national patient quality and safety priorities. The new curriculum was introduced in 2014. Growing student support for interactive rather than didactic teaching has led to increased use of "flipped classroom" approaches with key content available prior to interactive face-to-face teaching sessions.

Formal program evaluations in 2014 and 2015 showed a significant increase in student satisfaction in both years, almost doubling in year 3 and increasing by nearly 40 per cent in year 4.

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

The program now enhances students' learning and engagement with leadership, professionalism and quality and safety. Students are exposed to a wide range of learning opportunities – lectures, stories, on-line learning material, videos, small group learning, role-playing and the PaL project. Students are also supported to recognise the value of their own experiences as resources within the formal teaching environment to aid in their learning and encourage a habit of life-long reflective learning.

The curriculum continues to reflect medical ethics and law, as taught in the first two years of the Doctor of Medicine and Surgery (MChD) program, but is now more clearly focused on the bedside practice and expectations of junior doctors. Self-care is essential for both doctors and medical students, with rates of anxiety and depression higher in these groups than the general population. Students are encouraged to identify personal and professional stressors, along with the skills required to become resilient doctors. Faculty have worked closely with graduating students and junior doctors to develop realistic scenarios for highly interactive communication workshops. The approach to these workshops has been based on appropriate best practice through modelling on approaches utilised by the European Association of Communication in Healthcare. PaL 3/4 now allows us to extend the students' learning across their four years of training so that they gain skills in applying safety and quality principles to real life examples and workplace scenarios. We aim to provide students with the knowledge and tools necessary to lead others and appreciate that the safety of their patients is reliant not only upon themselves but also the systems they work within.

**"...the new PaL curriculum is shaping the behaviours of future doctors – we create junior doctors who practice upward leadership from day one..."**

Year 4 student

**"PAL 3/4 is a fantastic subject within the medical school curriculum taught by a group of enthusiastic and excellent lecturers. Being practising clinicians themselves, the content that is taught is very relevant to the day-to-day practice of doctors – something that has become even more apparent to me, now that I have worked as a junior doctor for 1 year."**

Junior doctor

# CANDIDATE

## Award for Programs that Enhance Learning



### Archaeological Field Methods

**Dr Dougald O'Reilly**

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

#### Synopsis

The scrape of metal on stone signalled a find and a crowd of students flocked to see what had been uncovered. A flagstone was cleared and then the entrance to a long-ago abandoned homestead...well, at least the re-creation of an early settler's home. This scenario is played out regularly in ARCH2061, Archaeological Field Methods, a course offered in the School of Archaeology and Anthropology. This subject, first offered in 2011, gives a theoretical and practical introduction to techniques that are employed in the design and execution of archaeological research projects. Students get to experience what real archaeology is like in this unique programme.

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

ARCH2061 is offered over one semester and comprises weekly lectures complemented by an extended practical session of three-hours per week working at an artificial archaeological site established on the banks of Sullivan's Creek on the ANU campus.

The artificial site, created by the course convenor, comprises a 'prehistoric' occupation of hearths, stone tool working areas, habitation and butchery areas and is overlain by a 'historic' site comprising house foundations, patios, iron working and habitation debris. The context is excavated according to established archaeological principles and provides students the opportunity to learn in an environment in which mistakes can be

made as the site is artificial. The skills the students gain at the artificial site were, in 2015, then applied in an actual excavation on Springbank Island in Lake Burley Griffin, home to an early settler homestead which was excavated for the first time in 2015.

The course also incorporates a series of instructional videos created by the course convenor demonstrating how to use specialised equipment including the Leica Total Station, Geographic Information Systems and Ground Penetrating Radar. Over the three years that this course has been offered these innovations have been found to have been effective in providing the students with the skills they need to become professional archaeologists. Over this period some aspects have been tweaked based on student feedback to provide a better experience, including the instructional videos on the more complicated aspects of learning. Students have found that being able to refer back to these skills has been very helpful.

ARCH2061 has a very clearly defined purpose; to offer students practical experience in field methods supported by in-class learning regarding theory and execution so there is overall coherence. The course is differentiated from other offerings in Archaeology as it has a predominantly practical aspect supported by in-class/lab and on-line learning components. It is the only course of its kind at ANU and one of only two offered in Australia (the other at the University of Queensland).

**"With regard to the distinctiveness of ARCH2061 I can say that it is the only course offered within the School of Archaeology and Anthropology that offers students a realistic experience of archaeological excavation and is one of the few such courses offered in Australia."**

Colleague

**"This is the only archaeology course which facilitates affordable, experiential learning related to developing, establishing and executing archaeological activity. Those characteristics of the course are crucial for tactile learners such as myself and hence are the strengths of this course."**

Student, 2015

# CANDIDATE

## Award for Programs that Enhance Learning



### Bachelor of Engineering (Research & Development)

**Dr David Nisbet**  
Research School of Engineering  
ANU College of Engineering & Computer Science

#### Synopsis

The Bachelor of Engineering (Research and Development) BE(R&D) is an elite engineering degree at ANU. It is designed to give the students access to an innovative degree plan that allows them to immerse themselves in project based research courses. It is an exceptional degree that is strongly aligned with the focus of ANU on outstanding research-lead education. The students can study a range of fundamental engineering courses including mechatronics, solar energy, materials and manufacturing, biomedical and computer vision. The degree was specifically designed to not only allow our elite students to excel in their careers, but also to make a real difference helping to solve some of the world's largest problems.

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

The BEng.(R&D) program offers talented students the opportunity to undertake a number of research projects and advanced courses with academics at ANU across a variety of different research groups or associated industries. The program is designed to expose students to research in an intellectually stimulating and challenging way, in order to provide a platform from which they are able to launch into R&D careers, either in the private sector or through further postgraduate studies. The students receive an accredited degree from Engineers Australia that incorporates an R&D component, preparing them with skill sets applicable for a career in industry (Cochlear, Lithicon, DSTO etc) or academia. Overall, the program has been extremely

successful in offering students a unique opportunity. However, there were some key areas for improvement in the cohort. For instance, in 2012 when I became convenor of the R&D program the students also did not feel a "sense of cohort". I was also tasked with redesigning and improving the *Research Methods* course (an introductory course) and the culture within the BE(R&D) program. The program philosophy and course content has evolved specifically to improve the engagement among students, their communication and ability to work effectively as part of a research team. Improvement in these areas has been significant, particularly over the last two years (2014 and 2015), where dramatic improvements has been observed from a variety of sources, such as feedback from companies where students do internships (i.e. Cochlear, CSIRO and DSTO) and from graduates after they are successful in obtaining jobs.

**"I just wanted to send you an email to say thanks for all the hard work you've put in to running the R&D program.... Before coming to ANU, I wasn't sold on the idea of research, and it wasn't until I was in your Research Methods class that I got my first real taste of research and realised how much I love it."**

Mr Conor Horgan, 2015 graduate

**"I have seen first-hand, from supervising BE RnD students, the jump in the quality and mature attitude of the students, in the last couple of years since David started coordinating the program and teaching the Research Methods course"**

Dr Salman Durrani, HEA Senior Fellow



# CANDIDATES FOR THE Award for Indigenous Education

**Dr Bruce Doran**  
**Mr Dean Mathews**  
Teaching

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

**Mr Jeremy Smith**  
Contribution to Student Learning

Research School of Engineering  
ANU College of Engineering & Computer Science

# RECIPIENT

## Award for Indigenous Education Teaching



### Dr Bruce Doran Mr Dean Mathews

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

#### Synopsis

Our application for this award relates to a case-based module within a 'capstone' course offered by the Fenner School of Environment and Society (ENVS3040/6025; Complex Problems in Action). The case study draws upon a collaboration with a remote Indigenous community – the Yawuru traditional owners of the Broome region, Western Australia - and is run by Dr Bruce Doran (ANU) and Dean Mathews (Nyamba Buru Yawuru, and FSES Visiting Fellow).

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

Students undertaking our course become directly involved in the ANU-Yawuru partnership. We remind them that they are ambassadors for ANU in this context and that they are operating under an ongoing partnership between the university and a remote Indigenous community. We also expose students to Indigenous research methodologies that highlight the importance of reciprocity, trust and respect. The flexibility of case-based teaching methods have made it possible to incorporate Indigenous research principles into the Yawuru case study and student assessments. The subject matter for the case study is chosen each year in consultation with Yawuru stakeholders and addresses priority issues facing the community. To date, these issues have been the impacts of fracking by large multinational mining companies operating the eastern part of the Yawuru estate, and the integration of cattle grazing with cultural and heritage management.

The distance between ANU and the Yawuru community has required us to develop some innovative digital teaching resources. Since 2012, we have been using Skype-based interviews to run stakeholder workshops and have also recruited Yawuru company, Goolarri Media, to pre-record interviews where appropriate.

**“... we are tremendously appreciative of the level of support that we are getting from the university, we are endeavouring to find ways to make it mutually compatible so that we're not just getting things from you but giving things back to the university...”**

**“Yawuru people want to take on some of these studies and in particular young students now who are towards the end of their studies may want to be ... coming to work with us”**

Senior Yawuru man and national Indigenous leader, Patrick Dodson, addressing the ENVS3040/6025 class in 2012 via a pre-recorded interview

Students completing our course frequently emphasise the benefits of being able to explore the complexity of environmental issues, and to make links between the Yawuru case study and other aspects of their learning at ANU. A number of students have been inspired by the Yawuru case study to undertake internships with Indigenous communities or go onto Honours or PhD research in this area. It is our hope that the teaching of Indigenous issues in science courses at ANU will continue to grow and inspire students in this nationally significant area. We believe that the Yawuru case study is proving to be an effective model for ANU to build upon, and a means of facilitating genuine collaborations.

**“This case study has significantly influenced and enhanced my university experience. In fact, I would say that it has been the defining factor in the direction of my academic interests and experiences....The value of learning through case studies and first hand engagements like this should not be overlooked.”**

Madeleine Brodie, Bachelor of Interdisciplinary Studies of Sustainability (Honours)

# CANDIDATE

## Award for Indigenous Education Contribution to Student Learning



### Mr Jeremy Smith

Research School of Engineering  
ANU College of Engineering & Computer Science

#### Synopsis

Curricula to raise awareness of Indigenous knowledge and its contributions to engineering design and practice were contextualised and embedded into an engineering course. In the 2015 winter term, Engineering for a Humanitarian Context, the first engineering elective of its type in Australia, was delivered at ANU. Students were supported to examine the role of engineering in realising individual and community aspirations across humanitarian situations. In exploring community development in Australia, perspectives on Indigenous history, culture and knowledge were incorporated including guests, examples of Indigenous engineering, build activities and a walk on country with an Indigenous ranger. This provided the opportunity for students to explore Indigenous education and knowledge through technology design, development and use.

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

A key goal of the new Engineering for a Humanitarian Context (EfaHC) course was to develop students' abilities to engineer effective and appropriate solutions for humanitarian responses that consider local contextual factors such as cultural background, traditions, knowledge and customs to ensure adoption and impact. To contextualise this, I emphasised Indigenous knowledge and the positive contributions it can make to the design and implementation of sustainable and effective engineering.

By incorporating Indigenous knowledge into engineering, considerations must be made of these two perspectives. This cannot be achieved only in a traditional classroom setting. The importance and significance of country and the land is in every aspect of Indigenous culture and knowledge.

To support and reinforce this, a day was dedicated to a site visit to the Birrigai education centre at Tidbinbilla, south west of Canberra. This sought to capture and combine Indigenous knowledge with engineering. The day included a walk with an Indigenous ranger from Tidbinbilla, highlighting the role, importance and understanding of country, and the learning that takes place while physically being present.

Teams of three students undertook a build activity to construct a model of an artefact of Indigenous technology or engineering from examples including houses, canoes, fish traps and farms, mining, and food production. Representative materials were provided, as well as materials the students could source from around the centre. This allowed students to connect their engineering, in terms of design, construction and testing, to traditional knowledge and materials.

By taking students out of their familiar campus environment and learning in a very different way for them, they gained new insights and awareness of Indigenous knowledge, education and its traditions.

**"Engineering for a Humanitarian Context encouraged us to think constantly on equality, perspectives, and respect for traditional practices. At Birrigai we discussed the heritage of the local indigenous Australians with their descendants, and had hands on experience engineering devices in the same way as past traditional owners. The techniques are still astonishingly useful."**

Student

**"[...] The knowledge I have gained will not only be useful in terms of the new perspective I have on Indigenous culture but it will also be invaluable to my continuing engineering studies."**

Student





# CANDIDATES FOR THE Citations for Outstanding Contribution to Student Learning

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**Dr Tamara Browne**  
Early Career

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

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**Dr Björn Dressel**  
**Ms Sarah Cameron**  
Early Career

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

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**Dr Alexandra Webb**

ANU Medical School  
ANU College of Medicine, Biology & Environment

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**Dr Sean Burges**

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

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**Ms Moira Murray**

ANU College of Law

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**Ms Caroline Schuster**  
Early Career

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

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# RECIPIENT

## Citation for Outstanding Contribution to Student Learning Early Career



### Dr Tamara Browne

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

#### Citation

For using innovative teaching methods that inspire students to engage deeply, and reflect on their own values, as they grapple with complex dilemmas in bioethics.

#### Synopsis

Dr Tamara Browne believes that bioethics education should foster students' critical thinking (using reason and logic to form positions and counter-positions) and analysis so that they can develop their own informed views and reasoned arguments on the controversial issues presented. To foster these skills, Tamara presents students with tools, knowledge, and practice at questioning what is before them. She does so by using various teaching strategies, such as interactive techniques in the lectures, because she believes that critical thinking and analysis of material should not be confined to assignments, but should begin in the lecture.

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

My overarching goal is to empower students to see that the way things are is not necessarily how they should be, and that the first step towards changing the status quo is to question it thoroughly and deeply. By developing students' skills in critical thinking and analysis, I give them the knowledge and confidence to ask the most powerful questions. This is why a key element of my teaching is to encourage students to constantly question what is before them.

**“Great course - I finally felt like I was loving learning and thinking critically at university.”**

SELT student feedback

My teaching is also distinguished by the unconventional and highly interactive methods I use to illustrate my point or an issue. Through memorable, humorous and creative interactivity, I enact my belief that critical thinking and analysis should be part of every aspect of teaching, and that students learn more when they are active in the classroom rather than passively absorbing information. I encourage active learning through various techniques: instructing the students to work in groups on an ethical dilemma posed in a case study, asking students to volunteer their own answers to a question in order for them to think about the issue themselves before revealing what scholars have said thus far, using props or creative ways of initiating debate, and developing interactive methods to illustrate concepts. The technique demonstrates its success by the level of attention and quality of student questions and responses throughout the rest of the lecture, as well as SELT feedback on the presentation of lecture content.

**“The lectures were very engaging, Tamara brought a great enthusiasm and intelligent humour, which made the lecture very informative, interesting and effective.”**

SELT comments

My teaching skills are also recognised by my peers, with Science Deputy Dean (Education) Professor Barbara van Leeuwen describing me as 'a wonderfully gifted teacher', and Professor David Rowell, Head of the Biology Teaching and Learning Centre, crediting me as 'one of the most talented teachers in the School.' From such feedback I am inspired to continue being crystal clear at all times; using evidence, anecdotes and examples to which students can easily relate; and to remember that learning is most effective when it is fun.

# RECIPIENT

## Citation for Outstanding Contribution to Student Learning Early Career



### Dr Björn Dressel Ms Sarah Cameron

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

#### Citation

For sustained excellence in the development and delivery of research methods teaching that equips students to master social science research in academic and professional settings.

#### Synopsis

For over three years Dr Björn Dressel and Ms Sarah Cameron have collaborated to create and deliver world-class courses in Research Methods for postgraduate public policy students. Their unique curricula reflect the frontiers of the field internationally and enhance student learning through innovations including research-led team teaching and inquiry based learning. Their unique approach equips students with an understanding of the scientific endeavour that underpins research and gives them both the tools and the inspiration to embark on their own research adventures. The team was recognised with the 2014 CAP Outstanding Contribution to Student Learning Award.

#### Björn and Sarah's approach to teaching and supporting student learning

Although it has been argued, "If you could learn only one thing in graduate school, it should be how to do scholarly research" (Gary King), good training in research methods in Australia has been a scarce commodity. We have taken that as a challenge. Our goal is to prepare students to embark on their own adventures in the social sciences, with the tools to be both producers and critical consumers of research. Our teaching is characterised by unique curricula that reflects a command of the field, a research-led team teaching approach, and targeted class projects that facilitate inquiry-based learning.

We have developed a comprehensive narrative for teaching methods, starting with the foundational positions in the philosophy of science before exploring the consequences for research design, data collection and data analysis. Within this overall narrative we integrate emerging developments in the field internationally, introducing students to the frontiers of research methodology.

A team-based, research-led approach is central to our vision of how to teach introductory research methods to postgraduate students. Recognising that each researcher will specialise in a particular approach, we see part of our role as to expose students to a range of perspectives and experiences via team teaching. To achieve this we work as a complementary team with respective strengths in qualitative and quantitative methods, and invite ANU colleagues to discuss their research with the class each week. Through this approach we create a space where multiple viewpoints are considered valid and students emerge with expanded worldviews.

In order to engage students with course material in ways directly relevant to their professional interests we integrate several inquiry-based learning projects. We use the Millennium Villages Project, a series of major developmental interventions in Africa, for students to explore the challenges of evaluating program outcomes rigorously. Meanwhile the Australian Election Study is used to guide students through the course segments on quantitative methods. These projects give students an opportunity to critically reflect on the practical challenges of research and to have their own adventures engaging with real world data.

Our goal is to develop the capacities of our students to excel both academically and professionally. Through our unique curriculum we equip policy leaders working in Australia and overseas with the skills to address real world problems by engaging critically with research to formulate evidence-based policy.

**"The subject matter covered is vital to almost any career in the public service. Perhaps more broadly, the introduction to ontology and epistemology is something that is vital for any considered and thoughtful interaction with the world!"**

Student

**"The data sessions were immensely helpful, got me literally from ground zero to a functional level and motivated me to engage in quantitative work in other projects outside the class."**

Student

# RECIPIENT

## Citation for Outstanding Contribution to Student Learning



### Dr Alexandra Webb

ANU Medical School

ANU College of Medicine, Biology & Environment

#### Citation

For developing and implementing an integrated medical imaging curriculum that engages medical students in active learning through the use of technology and authentic learning.

#### Synopsis

An innovative educator and researcher, Dr Alexandra Webb SFHEA evaluates her risk-taking in trialling new educational approaches with care. Her competency-based medical imaging curricula and resources engage and motivate students through the use of learner-centred, active learning. Her talented use of educational technologies—paralleling her expertise in anatomy and imaging technologies underpinning modern medicine—creates blended learning environments that inspire students through authentic contexts. In 20 years of teaching, Alexandra has consistently achieved student satisfaction above 85 per cent, recognised by an ANU Medical School Best Faculty Teacher Phase 1 Award (student-voted) and ANU College of Science Award for Teaching Excellence (peer-voted).

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

Medical imaging (radiology) is fundamental to optimal patient care in modern medicine. However, a challenge amongst medical schools worldwide is that medical imaging is frequently underrepresented in the curriculum and taught using educational resources that do not encompass the latest technological advances in radiology.

In 2013 I was given the opportunity to redevelop the medical imaging curriculum in the ANU Medical Program. Drawing upon my own medical imaging expertise in diverse educational, research and clinical settings, I first devised a new set of

competency-based learning objectives aligned with the Australian Medical Council Graduate Outcome Statements. I ensured these new objectives were pedagogically sound. This ensured I communicated very clearly the increasing complexity of knowledge, skills and attitudes expected of students as they progress through the medical imaging curriculum.

Applying a largely theoretical student-level knowledge of anatomy to grey-scale cross-sectional images taken with computerised tomography (CT), magnetic resonance (MR), or ultrasound is a significant challenge. It requires students to translate their emerging knowledge of 3-D anatomy to cross-sectional appearances in 2-D images taken in three different planes of the body. This was not made easy with the imaging learning resources that were embedded in the curriculum, comprising often poor quality pictures on static PDF files or printed on paper. This contrasted significantly with the clinical settings where students would be working.

Thus an urgent focus for Phase 1 was to create medical imaging resources and teaching strategies that could provide the essential foundational knowledge, skills and attitudes required for 21st century medical imaging. This would ensure our students could enter their later years of study able to apply first principles of anatomy and imaging to solve complex clinical problems.

My guiding principle was to emphasise authenticity to enhance learning effectiveness. I devised an innovative solution that would deliver the MI curriculum based on cycles of experiential learning. I devised interactive, multimedia-rich electronic books (eBooks) to support the delivery of the Phase 1 medical imaging curriculum. The multimedia options included: video files created by me or from YouTube®, quizzes, image drawing and annotation tools, games, puzzles, picture galleries, interactive images, 3-D rotatable objects, my own Keynote presentations. By embedding these multimedia in a digital 'textbook' I provided a range of pedagogical approaches that engage students in an untethered mobile learning experience, adaptable to a variety of student learning styles, and with immediate feedback.

**“I have never learnt anatomy this way before, and am regretting not doing this earlier. I found it very effective and a great way to get the relationships between structures. Can we have more?”**

SELT student feedback

# CANDIDATE

## Citation for Outstanding Contribution to Student Learning



### Dr Sean Burges

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

#### Citation

Dr Burges's focus on problem-based learning in international relations has substantially increased student engagement and resulted in a dynamic, interactive learning environment.

#### Synopsis

Dr Burges has consistently applied a problem-based pedagogy to the teaching of politics and international relations. His approach is designed to move undergraduate courses, irrespective of size, away from the relatively passive learning format of a simple lecture towards the dynamic, interactive approach to education found in top-flight postgraduate programs in public policy and business administration. This approach has been successfully applied across a range of courses ranging in size from 40 students to over 240.

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

My teaching philosophy stems from an extra-curricular background in high performance track and field coaching. As with an aspiring athlete, ultimately it is up to the student to perform. The quality of the performance will, to a significant extent, depend upon an individual's hard work. My view is that the instructor's job is to support and encourage this work through four key commitments. First, the instructor must construct a coherent program of study for the student that exposes them to the core material in the field. This is captured in the course syllabus. Second, the instructor must ensure that the fundamentals of the field are clearly explained to the student. This takes place through the set readings and the lecture component of the course. Third, the student's motivation and interest must be fed and sustained. This is accomplished

by contextualising the course material through the use of real life examples. Motivation is also maintained by providing timely and constructive feedback through a series of assignments that are designed to build student competency. Finally, the student must feel that they are supported in their studies, which requires accessibility to me, be it through office hours, email, or online discussion forum.

The focus of my innovation with teaching at ANU has been integrating the second and third elements of my philosophy through the use of problem-based learning as well as assessment techniques designed to build skills transferable to the real world. Mastery of theories and concepts provides a platform for engagement with case-based material, which is in some cases presented and examined through group presentations, and in others, through the writing of the sort of briefing memorandum typically used to inform decision-making in government departments, NGOs, and business. Student motivation is maintained by directly linking the course content to the real world with particular attention being given in lectures to constantly grounding the theoretical material in concrete reality. Perhaps the most successful example of this came with my Foreign Policy Analysis course lectures in 2015 when the entire lecture component was built around the ongoing Australia-Indonesia dispute stemming from the Bali Nine.

**“His use of the option of a policy briefing in place of the standard essay for assessment is extremely useful for the likely career paths of many of our graduates as well as for their ability to absorb and understand complex theoretical matters... In fact, I have taken this approach in one of my own courses as a result.”**

Associate Professor John Minns

Winner of the Prime Minister's Award for Australian University Teacher of the Year 2010

**“His model of teaching theory in the first six weeks of the course, and then applied policy problems in the second six weeks is an excellent example of how theory and practice can be merged in university education. His SELT scores show that not only is this approach pedagogically sound; but also shows how the students thrive in this type of challenging environment.”**

Dr Andrew Banfield

Head, School of Politics & International Relations

# CANDIDATE

## Citation for Outstanding Contribution to Student Learning



### Ms Moira Murray

ANU College of Law

#### Citation

For an innovative approach to assessment, feedback and learning support that fosters independent learning in the law

#### Synopsis

Moira Murray teaches an innovative course that aims to give students the confidence to move from the study of law to the practice of law. Students in her Civil Litigation course embark upon an independent learning journey that balances freedom and autonomy with support and feedback. Students run a civil claim in a simulated legal environment honing skills and developing the confidence to deal with new and unfamiliar tasks that will inevitably face them when they become lawyers.

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

Thinking back to my beginnings in the legal profession, I recall I had no real idea of what to do.... For the next 20 years I learnt what to do (often just in time), learning from my many mistakes! When I started teaching I wanted to help new lawyers avoid what I had faced. I soon realised this called for a very different type of course – one that embraced independent learning.

The first eight weeks of the course allow students to engage in self-paced individual learning by completing lessons and quizzes online. This is the beginning of their autonomous learning journey. Then a 'real' client comes in. Students move outside the safety to a simulated world of practice in the online virtual office space as part of a law firm team of four students working for that client under the direction of a senior lawyer (their supervisor/teacher). They have to work autonomously running a civil matter on behalf of their client, not just doing allocated tasks. The authenticity of the tasks they do, give the 'running' a real sense of verisimilitude.

Students hone independent learning skills because they must bring all their knowledge and skills to bear on a client's matter. They work out what they don't know and set about finding out what to do. Along the way they develop core skills such as pleading and drafting, with guidance from their senior lawyer/teacher. As they work, students receive formative feedback from their supervising partner and the other characters working with them.

**“This proved to be a very positive learning experience as we became more self-reliant and responsible for our client and determining what was the most effective way to achieve a settlement for our client. Having our firm make decisions and take some responsibility for our client was a very productive and empowering exercise.”**

Student comment

**“Moira...empowers students to move outside the normal assessment mind frame and is able to motivate students to get excited about...a subject that is structured in such a way as to mimic a real life matter, with many tasks usually with short deadlines and proactive decisions.”**

Comment from my peers in legal practice, who work as part of my reaching team, and who have also recognised the value of the course.

**“The course has made us more self-sufficient and resourceful in dealing with unfamiliar tasks we encounter at work. It empowered us and encouraged each of us to take responsibility for finding solutions to the problems we were posed. We have the confidence to take a risk to try different strategies when faced with unfamiliar tasks.”**

Comments from former students now working as lawyers, and asked if they found the course helped them transition into the real world of law.

# CANDIDATE

## Citation for Outstanding Contribution to Student Learning Early Career



### Dr Caroline Schuster

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

#### Citation

For designing and implementing hands-on learning curriculum that equips students to pose challenging and creative questions that can form the foundation for self-directed ethnographic research.

#### Synopsis

Dr Caroline Schuster's innovative approach to developing and implementing a hands-on anthropology curriculum showcases the discipline's hallmark contribution: Ethnography. Qualitative research methods are the centerpiece of the teaching practice she has developed in the CASS School of Archaeology and Anthropology. In her first semester on staff at the ANU in July 2014, Caroline developed teaching strategies focused on supporting both undergraduate and postgraduate students as they began the process of designing original research projects and interpreting their qualitative data for the first time. Learning how to turn interviews, oral histories, genealogies, observational fieldnotes, maps, digital archives, and material culture into written prose is radically different from the library-based research that students are most familiar with, but is an absolutely vital component of anthropological theory and research methods. Caroline prepares students to meet those challenges by designing innovative assessments and incorporating student peer-review processes into her teaching practice.

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

It is my deeply held belief that engaging with ethnography is crucially important to developing the habits of mind that will turn anthropology students into engaged thinkers and scholars for a lifetime.

Both in the classroom and through mentoring, I am committed to developing pedagogical techniques that grapple with the unique challenges of teaching students to read and discuss ethnographies, as well as to write their own.

**“The idea of undertaking ethnographic research is, frankly, a terrifying and highly challenging prospect for undergraduate students. That Caroline has received such high praise from her students is evidence of the degree to which she manages not only to challenge students, but also to give them the support and mentorship they need to both succeed and evaluate their sense of achievement.”**

Professor Laurajane Smith  
Head, School of Archaeology & Anthropology

My approach is unique because I offer students the opportunity to trial different methods of ethnographic research and writing in the classroom. In fact, they often exceeded their own expectations in this area:

**“This is a truly great course for people who want to know how to research within any field that requires human analysis. It was honestly invaluable to be able to have such a practical component...where [we] can learn how to research in the real world and not just from books and secondary information.”**

Student, ANTH 2067 Doing Ethnography

The University is a portal into the wider world—as societies become ever more interconnected, it is vital understand the complex cultural dynamics that grip our lives at home and around the globe. Anthropology offers a set of methodological tools and theoretically informed questions to document and analyse how culture is represented and made meaningful in the world today. Applied and hands-on curriculum in anthropology can explore those methods and turn students into ethnographers. In short, I ask what it means to be an anthropologist beyond the lecture halls of the university? What does ethnography have to offer NGOs, advocacy groups, government agencies, design teams and corporations? How can students be applied anthropologists? My teaching practice offers students the opportunity to answer these questions through hands-on projects.





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

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**Mr Timothy Hatfield**

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

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**Ms Jeong Yoon Ku**

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

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**Mr Chad Lee-Stronach**

School of Philosophy  
ANU College of Arts & Social Sciences

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**Mr Federico Davila**

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

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**Mr Omar Ghattas**

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

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**Ms Lindsey Yue  
Mr Ehsan Abbasi**

Research School of Engineering  
ANU College of Engineering & Computer Science

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# RECIPIENT

## Award for Excellence in Tutoring or Demonstrating



### Mr Timothy Hatfield

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

#### Synopsis

Timothy is involved in the delivery of discussion and lab based tutorials for first and third-year courses within the Research School of Psychology. He is a highly regarded, friendly and caring tutor who is described by his students as “very approachable and helpful, with clear explanations and inclusion of all individuals”. He believes that learning and thinking are driven by careful questioning rather than providing answers, and he implements this ideology by skilfully using open questions to systematically explore complex ideas. From an andragogical standpoint, Timothy encourages students to be responsible for their own learning and actively models self-evaluation and critical reflection. Although the division between ‘teacher’ and ‘student’ is conveniently established in academia, Timothy sees studenthood as ubiquitous and views students as fellow explorers.

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

When I was studying undergraduate psychology, I felt that the specific “Aha!” moments of comprehension were the most satisfying part of learning. For me, the moment of insight that resolved a previously ambiguous concept, or solved a complicated problem was accompanied by a hushed exclamation of joy and an unforgettable feeling of mastery. These feelings were enhanced when my comprehension was prompted by active external questioning, but ultimately achieved through intrinsic understanding. In other words, the process of learning was far more enjoyable when I felt responsible for the gains I had made.

While I still continue to cherish the “Aha!” moments in my own learning, the deep satisfaction that manifests following an audible “Aha!” of student comprehension, is the most gratifying part of tutoring. In this way, I aspire to facilitate these precious moments of excitement and mastery in all pupils by questioning effectively.

In the classroom, I am driven to create an environment that enables student responsibility and healthy independence of thought. I aim to ignite passion and engagement through in-depth discussions that model behaviours suggestive of accountability, self-reflection and creativity. At the end of tutorial sessions, I often invite students to note digitally one thing they have learned or gained from participating in the session. While simple, this brief moment of reflection consistently prompts students to think beyond the classroom and appreciate the real-world implications of specialised knowledge and skill acquisition. It also allows the students to see the ‘here-and-now’ as a major source of educational power.

By developing positive relationships with students, I am able to further support those experiencing significant life stressors external to their university demands. I willingly make myself available to consult with students about their individual needs, and I encourage open feedback about my teaching practices. This type of pastoral care can often be a protective factor which enhances student inclusion and engagement, and inspires a learning environment that goes well beyond the stated course objectives.

**“He was always very clear and made sure everyone understood. He went above and beyond to help students in any way possible and took the time to make extra quizzes for us to test our learning.”**

Student

**“I liked the interactive nature - allowed the class to learn together... Questions made me aware of my strengths and weaknesses.”**

Student

# RECIPIENT

## Award for Excellence in Tutoring or Demonstrating



### Ms Jeong Yoon Ku

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

#### Synopsis

Jeong Yoon Ku teaches Korean language at the School of Culture, History, and Language. She is an expert in Applied Linguistics, with research focus in Korean honorifics and language teaching. She also teaches professional Korean to Australian diplomats. She is a passionate and dedicated language teacher who encourages students to learn the Korean language and gain real-life knowledge of Korea by developing creative and interactive tutorials based on communicative teaching methodologies. Jeong Yoon Ku's teaching is informed by the close attention she pays to her students' individual needs.

#### Jeong Yoon's approach to teaching and supporting student learning

Interactive communication between an instructor and a learner is one of the most important factors in teaching and learning a language. Understanding students' motivation is the best way to encourage such communication. While grades are certainly effective motivators, students' genuine interest can facilitate their long-term and independent learning. Therefore, I always try to find out about students' needs and learning styles. Such an understanding not only allows me to provide tailored class materials, but also to make language learning a more enjoyable process for the students.

A positive atmosphere is also essential in the classroom, because it attracts the students' attention and encourages active participation. I always try to give positive comments in class, and especially strive to find ways to help shy students participate. I emphasise that making mistakes is not a sign of lacking knowledge, but the natural process of learning a language.

Students are more open-minded when they face a knowledgeable and reliable teacher who wins their respect. The key area in which I seek constant self-improvement is accessibility in the learning process.

**“Teacher Ku is the greatest tutor I've ever had at ANU. She is approachable, knowledgeable and has a strong grasp on teaching and learning methods (making material engaging, structured and understandable). She very obviously tries incredibly hard at her job and it shows.”**

Student, KORE1021 Modern Korean 2

I really appreciate that all my students choose a Korean course over a variety of other available language courses. In addition, I feel a strong responsibility, because they come to understand Korea through the course and me.

Thus, I integrate my desire to respect my students into my teaching practices. I have found that respecting students' personalities and treating them as individuals are the best ways to support their learning. I create an environment where students can show their knowledge and ask questions without having to worry about other students' views: I respond quickly to all e-mails and personal notes, and hold individual meetings.

I often think of the expression, 'Praise breeds willingness', when I am teaching Korean language. My course convenors have respected and praised my teaching and given me the space to think about my teaching by myself. Backed up by their full support, I have been motivated to design and improve my teaching based on my teaching philosophy and classroom experiences. As this has been my experience, I hope that my students will be motivated by my support and praise to learn Korean and enjoy their Korean language learning. I am a guide for these language learners in helping them enjoy their language journey.

**“Ms Jeong Yoon Ku has been pivotal in sustaining the growth of the program, and in supporting the very diverse range of students who take our courses. Ms Ku brings an incredible amount of positive energy to her classes, and takes much pride in doing whatever she can be sure that no student falls behind.”**

Course convener, ANU Korean Language Program

# RECIPIENT

## Award for Excellence in Tutoring or Demonstrating



### Mr Chad Lee-Stronach

School of Philosophy  
ANU College of Arts & Social Sciences

#### Synopsis

Traditionally, philosophy tutorials consist of a teacher-centred Socratic conversation in which the tutor refutes and refines the students' fledgling ideas. Chad Lee-Stronach's teaching departs from this tradition by adopting a student-centred and evidence-based approach. The effectiveness of his approach is reflected in his students' evaluations of their learning experience, their improved academic outcomes, and their enthusiastic uptake of scholarly virtues. His teaching approach is informed by the Principles of Tutoring and Demonstrating and the Foundations of University Teaching and Learning courses, which he completed at the ANU Centre for Higher Education, Learning & Teaching.

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

I believe that to teach well, you need to understand how students learn. Evidence tells us that students learn more deeply and broadly when they are active learners. In philosophy, students are active learners when they engage in tasks that require them to explain their ideas, analyse arguments, create solutions to problems, in short: to construct their understanding of the material. As a tutor for Fundamental Ideas in Philosophy (PHIL1004), I sought to create an active learning environment in which my students saw themselves as active (as opposed to passive) participants in their own and each other's learning. I achieved this through a series of carefully structured learning activities that allowed my students to gradually improve their discursive and critical thinking skills.

One of the key innovations of my tutorials was the use of what I call Reflective Questioning. For each tutorial, my students were asked to bring a question regarding some point in the subject matter of the lectures or readings that they found puzzling. This task required students to engage reflectively with the material and their own learning, thereby setting the stage for deeper learning. At the beginning of the class, the students would explain their question to their neighbour, including an explanation of why they found the matter puzzling. Their partners practiced active listening, recapitulating their partner's thoughts and asking for clarification or elaboration where necessary. The roles would then be reversed. These mini-conversations would make way for a whole class discussion based on the questions that the students had discussed with each other.

The learning benefits of this task were clear: by practicing externalising and articulating their developing understanding of the material, my students were becoming both more competent with the material and more effective at learning. These and other learning activities contributed to my students being more satisfied with their education and performing on average better than their peers. The success I observed in my students confirmed to me the value of evidence-based teaching.

I have a genuine interest in improving my teaching. In 2015, I completed the University's Principles of Tutoring and Demonstrating decamod, was awarded an Associate Fellowship at the Higher Education Academy, and received the College of Arts and Social Sciences Award for Excellence in Tutoring and Demonstrating 2015. Early in 2016, I completed the Foundations of University Teaching and Learning decamod.

**“Chad took care to involve everyone, and everyone was willing to get involved because there was no sense of criticism or disagreement at all. Every viewpoint was taken into consideration and discussed. He also went around during group discussion to speak to everyone one-on-one.”**

Student

**“[It] felt like he was on a journey with us rather than dragging us along on a leash.”**

Student

# CANDIDATE

## Award for Excellence in Tutoring or Demonstrating



### Mr Federico Davila

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

#### Synopsis

Federico Davila is an interdisciplinary social scientist from the Fenner School. Since 2011, he has facilitated four different courses on seven occasions, including roles as head tutor and field trip leader. In 2012 and 2013 he was First Year Coordinator, helping new students transition to university and integrating students into the Fenner School community. Federico has consistently received positive student feedback that is above the College average. He is well respected by senior academics in his School, and has been involved in course planning, assessment design, and ensuring theoretical cohesion between first, second and third year courses at the school. His involvement in national education-focused discipline-based conferences, and active publishing of his teaching methods in peer-reviewed literature, have allowed him to continuously reflect on, and improve, his teaching practices.

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

My teaching philosophy is grounded on diversity and knowledge facilitation. I have facilitated a range of games, field trips, visual exercises, role-plays, debates, and discussions on a number of sustainability courses. These courses require students to link issues of environmental change with human beliefs, policies, and activities.

When you walk into my first tutorial in your first year unit, the first thing you notice is the butchers' paper, the round table

set up, Tim-Tams, and printed running sheets for the tutorial. Throughout the two hours, students and myself spend time introducing each other using pictures to narrate why we have chosen to take part in the course. I build comfortable learning environments throughout all the units I teach, creating what I call a 'sustainability learning studio'. Such a studio is a constructive place where cultures and knowledge can be shared to critically discuss sustainability issues. Students acknowledge my creation of constructive pedagogical environments, noting that..

**..“this was a very high quality of teaching where it was clear that the learning of the students came first in very interactive and interesting ways”.**

In the second year course, ENVS2011 Human Ecology, one of the learning outcomes is for students to understand the drivers of human behaviour and how this influences landscape change. To achieve this learning outcome, tutors and academics travel to Kosciuszko National Park and organise speakers from a range of sectors to discuss their perspectives on human and environmental issues in the area. The field trip is continually identified as the highlight of the course for students, and for me too, as we are able to connect the theoretical debates we have in the classroom with an authentic case study of human ecology in action. The field trip also allows us to spend time together and continue to build a positive community with shared interests in sustainability. The assessment task requires students to discuss how stakeholder conflict has emerged through the historical resource use of the Snowy Mountain regions. In the classroom at ANU, I facilitate the linking of diverse stakeholder perspectives from the field trip speakers with course theories and concepts to meet learning outcomes.

I am humbled by the positivity my teaching has brought to a diverse range of groups within the ANU. I firmly believe that my core teaching values centred on knowledge facilitation and equity are critical for the sustainability challenges we face. Overall, I strive to build flexible and critical learning environments for students to discuss, analyse, critique, and develop knowledge on the major sustainability challenges facing Australia and the world.

**“Federico has shown diligence, tremendous energy and enthusiasm, a strong organisational aptitude, and an extraordinary ability to relate to students from Fenner's very diverse backgrounds.”**

Professor Stephen Dovers  
Director Fenner School of Environment & Society

# CANDIDATE

## Award for Excellence in Tutoring or Demonstrating



### Mr Omar Ghattas

Research School of Finance, Actuarial Studies &  
Applied Statistics

ANU College of Business & Economics

#### Synopsis

Omar Ghattas is a senior tutor at the Research School of Finance, Actuarial Studies and Statistics, College of Business and Economics. He has taught a wide range of courses offered by the school whilst consistently achieving excellent results on student learning. Omar's teaching style emphasises a movement away from rote learning in an effort to provide his students with the confidence to engage completely with course materials and become curious learners. Over the past three years, Omar's pedagogical approaches have stimulated his students to think independently, continually question the ideas presented to them in class, and challenge the status quo. Omar's teaching excellence has been recognised by the ANU College of Business and Economics Award for Excellence in Tutoring 2015.

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

From a young age, many students (myself included) adopt the habit of rote learning material with the sole purpose of achieving a final grade. Whilst achieving high grades is undoubtedly important, this standardised approach to education is detrimental to the true understanding of students in the long run. My approach to teaching has therefore been moulded by the challenge of inspiring students to go beyond the weekly course material, and independently question both the foundations and real world applications of the abundance of information they are being presented with on a daily basis.

In taking on this challenge, the aim of my tutorials became less about dictating the final result, and more about providing students with the correct framework to approaching complex problems. In order to implement this teaching philosophy successfully, it is imperative for students to be confident in their learning environment and take an active approach to their education. I have sought to achieve this amongst my students, by taking an active approach to their educational wellbeing through the delivery of constant feedback and participation in energetic discussions. The reasoning behind this is my own experience with teachers that take an enthusiastic interest in my learning, which often significantly enhances my own willingness to learn.

Teaching has been an integral aspect of my university life, and I am driven by the sense of fulfilment that comes from seeing true growth and development in my students. It is somewhat difficult to describe the sense of accomplishment that accompanies the instant that my teaching causes a student to grasp a novel concept, or have an 'a-ha' moment. It is humbling to have my accomplishments recognised for my contributions both in my Student Evaluation of Learning Results, my receipt of the College Excellence in Tutoring Award and my nomination for the Vice Chancellor's Award.

**“Omar has an unmatched aptitude for teaching, he has the ability to effortlessly motivate advanced mathematical ideas in plain English, drawing analogies from real world examples, and then rigorously developing them while always reverting to his initial simple example. As his student, he has challenged me to always delve deeper and truly understand a concept. As a fellow ANU tutor, Omar sets the bar very high for what is expected of an ANU educator.”**

Xun Chun Tee, 3rd Year BA Actuarial Studies, RSFAS Tutor

**“He is an exceptional tutor both in terms of his teaching ability, and his attentiveness towards students. Omar has been highly influential throughout my degree, as I have sought out his tutoring in subsequent semesters for FINM2002 and FINM3003.”**

Jia Yi Koh, 3rd Year BA Actuarial/Finance

# CANDIDATE

## Award for Excellence in Tutoring or Demonstrating



### Ms Lindsey Yue Mr Ehsan Abbasi

Research School of Engineering  
ANU College of Engineering & Computer Science

#### Synopsis

PhD candidates Lindsey Yue and Ehsan Abbasi tutored *Engineering Thermodynamics* in 2014 and 2015 for over 140 students each semester. They recognise that students engage more easily with course concepts when they understand why information is useful, and that information is presented clearly. Lindsey and Ehsan's diverse cultural, educational, and teaching backgrounds enable them to anticipate equally diverse student perspectives, helping them to clearly and meaningfully design and present course content. In recognition of their high standards of work, they jointly received the 2015 Dean's Award for Excellence in Tutoring in the College of Engineering and Computer Science.

#### Lindsey and Ehsan's approach to teaching and supporting student learning

The content covered in ENGN2222 *Engineering Thermodynamics* relates to a fundamental study of energy, and how it is converted from one form to another. We believe our students should leave the course with the skills to think critically and apply thermodynamic principles to everyday problems, rather than merely taking away a list of equations.

We practice two approaches that help students understand the course content and why it is important: (1) connecting course content to engineering research and real-world applications, and (2) promoting one-on-one interaction with students.

As passionate PhD candidates in the Solar Thermal Group, we were able to increase student interest in research by capitalising on the relevance of solar thermal research to the important field of renewable energy. After taking this course, one top-performing student conducted research on coatings for high temperature solar receivers, after which he shared his results with researchers at Sandia National Laboratories in the US, the premier global research centre in the field of solar thermal technologies.

Throughout the semester, we incorporated multiple avenues for interaction with students, ensuring they had access to explanations of the theory, example problems and application. Through these interactions, we had otherwise unavailable opportunities to get to know students better, and thus meet individual learning needs, such as assisting struggling students and encouraging top performers to pursue research. These interactions also allowed us to instigate interesting discussions and create more engaging tutorials.

The course we tutored is offered to students undertaking majors as diverse as biomedical systems, mechanical and material systems as well as renewable energy systems. As part of a six-person teaching team, we redeveloped aspects of the course, such as the tutorial content, laboratory activities, course Wattle page, and student assessments. Coordinating course expectations with the teaching team required communication and organisation, which we assisted with via weekly teaching team meetings. Our ability to professionally design and deliver clear and cohesive course content that reaches students of diverse backgrounds and learning styles was illustrated by requests to formally lecture, tutor or supervise laboratories for other engineering courses.

We have also informally mentored new members of our research group who are undertaking teaching at ANU, by helping them understand the teaching culture here relative to standards in our home countries, Iran and the United States, and sharing our experiences in order to improve course delivery for future students.

**“Ehsan and Lindsey are talented and dedicated teachers who have effectively used their diverse background and prior teaching and education experience to make ENGN2222 students' learning experience of highest international educational standards. They both are outstanding researchers and have a great potential to become university professors.”**

Professor Wojciech Lipiński  
Leader, Solar Thermal Group, Research School of Engineering









**30** inspiring individuals & teams



**excellence**



**talent**



**dedication**



**commitment**



**drive**





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