



Australian
National
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RECOGNISING
EXCELLENCE

VICE-CHANCELLOR'S AWARDS
FOR EXCELLENCE
IN EDUCATION
2020

2020 VICE-CHANCELLOR'S AWARDS FOR EXCELLENCE IN EDUCATION

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RECOGNISING EXCELLENCE

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Recognising Excellence

AWARD CANDIDATES

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GALLERY

RECOGNISING EXCELLENCE

As Australia's national university, ANU is committed to encouraging and rewarding excellence in teaching.

The pinnacle of this recognition is the annual Vice-Chancellor's Awards for Excellence in Education, which recognise and celebrate the university's finest educators.

The Vice-Chancellor's Awards for Excellence in Education are facilitated by the Promoting Excellence Team within the ANU Centre for Learning and Teaching (CLT).

Each year, the team also supports ANU teachers and programs towards national recognition in the Australian Awards for University Teaching.

While the 2020 process, like all before it, has culminated in a group of well deserving award recipients, simply to be nominated for a Vice-Chancellor's Award for Excellence in Education is an achievement in itself.

This year has presented a set of challenges never faced before at ANU, with bushfires, a freak hailstorm, and a global pandemic wreaking havoc on the university's operations – and that was all in the first six months!

The 2020 award nominees, like all educators at ANU, have faced a unique set of challenges, and should be all be applauded for submitting quality applications in the face of great uncertainty.

We hope you enjoy reading about the 24 award nominees featured in this booklet, all of whom are making a difference to the lives of students at ANU.

Promoting Excellence team

VICE-CHANCELLOR'S CONGRATULATIONS

Teaching has been one of the most rewarding aspects of my career. Even in my current role as Vice-Chancellor, I still try to do some teaching, and I have supervised a student. I really like discussing with fellow academics on new and innovative ways to create an engaging classroom experience, and I continue to adapt my own pedagogy, guided by experience from my peers and students – learning from others is just as important as teaching!

Year to year, new challenges and opportunities emerge which we need to find creative, and sometimes resourceful, solutions for – and 2020 has been a memorable year (noting it is only August!). How do you keep your students engaged? How do you shift from face-to-face to online learning in a matter of weeks? The stories you'll read provide a snapshot of the extraordinary creativity and dedication of our teachers and supervisors to address these questions.

This year, we have received 24 inspiring nominations for the 2020 Vice-Chancellor's Awards for Excellence in Education – recognising a diverse field of outstanding teachers, supervisors and educators. I congratulate all of the 2020 nominees, and I look forward to celebrating your achievements at the virtual awards night.

Professor Brian Schmidt AC
Vice-Chancellor and President



AUSTRALIAN AWARD FOR UNIVERSITY TEACHING 2019

CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

Dr Solène Inceoglu

School of Literature, Languages and Linguistics, ANU College of Arts and Social Sciences

Dr Solène Inceoglu has developed and delivered an innovative research-led pronunciation course that uses technology to respond to individual student needs and improve students' learning experiences.

Solène is an applied linguist and a Lecturer in French. Upon her arrival at ANU in 2016, she used her research expertise in Second Language Acquisition to develop *The Sounds of French: Pronunciation and Phonetics* to teach pronunciation in ways that cater to every individual student.

This course combines an examination of how French sounds are produced and how they differ from English sounds, with practical exercises that aim to help learners of French develop the necessary skills to improve their intelligibility, oral fluency, and understanding of spoken French, as not being able to differentiate sounds causes comprehension issues.

With the goal of making pronunciation visible, she regularly uses software programs that combine audio recordings with visual displays of features of speech (spectrograms, and pitch contours).

She also incorporates innovative activities with ultrasound technology to display internal articulatory processes and facilitate the explanation and understanding of how to pronounce challenging sounds.

Dr Inceoglu became a Fellow of the Higher Education Academy in 2018, and in 2019, was the recipient of a Citation for Outstanding Contribution to Student Learning, in both the ANU Vice-Chancellor's Awards for Excellence in Education, and the Australian Awards for University Teaching (AAUT).

Profile

<http://bit.ly/aaat19EdASI>

Click or scan to view

<http://bit.ly/aaat19CSI>



VIDEO





AUSTRALIAN AWARD FOR UNIVERSITY TEACHING 2019
CITATION FOR OUTSTANDING CONTRIBUTION
TO STUDENT LEARNING
EARLY CAREER

Dr Katerina Kormusheva

Research School of Management, ANU College of Business and Economics

Katerina Kormusheva sparks passion in tomorrow's marketers by immersing them in authentic learning experiences through her near-peer teaching methodology.

Since first taking on a teaching role at ANU in 2017, Katerina has shared her passion and deep industry knowledge with a student cohort of more than 300 postgraduates across two marketing courses in the ANU College of Business and Economics (CBE).

To prepare students for the world of business, Katerina scaffolds learning by diminishing the social and cognitive congruencies between learner and teacher, and learner and real-world business.

To achieve this, she applies Situated Cognitive Theory in the design of her course, in addition to near-peer teaching, creating an authentic learning cycle for her students. She completes the experiential learning cycle by providing her students with out-of-classroom exposure.

Katerina was awarded the International Academy of Marketing 'Malcolm McDonald Essay Prize' in 2015, in the process becoming the award's first recipient outside the United Kingdom.

She was also the recipient of the Highly Commended Paper award at the ANZMAC Doctoral Colloquium in 2016, and was part of a team recognised with an ANU CBE Award for Excellence in Innovation in 2016.

In 2019, she was the recipient of a Citation for Outstanding Contribution to Student Learning in both the ANU Vice-Chancellor's Awards for Excellence in Education, and the Australian Awards for University Teaching (AAUT).



Profile

<http://bit.ly/aaat19EdAKK>



Click or scan to view

<http://bit.ly/aaat19CCK>



RECIPIENT

VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Dr Timo Henckel

Research School of Economics, ANU College of Business and Economics

Synopsis: Dr Timo Henckel (SFHEA) is a Senior Lecturer in Economics. Throughout his career, Timo has taught thousands of students. He specialises in macroeconomics, behavioural economics, and international finance, consults for government departments and frequently appears in print, radio and television media channels. In 2019, Timo was the recipient of the ANU College of Business and Economics Award for Teaching Excellence.

My teaching philosophy is based on three fundamental tenets: one, economics is a tool for solving problems. It is a social science and as such must be firmly rooted in the real world to remain relevant; two, science, especially economics, is always in flux. Economists must not be dogmatic, blinkered and doctrinaire but should continuously re-evaluate their field and engage in critical, open-minded analysis; three, learning, and by extension teaching, is a deeply human experience.

Overarching everything I do is a focus on the human element. In my courses, numbers mean something. The unemployment rate is not just a statistic - underlying it is the plight of thousands of people. My courses emphasise and demonstrate the need to learn the scientific way of thinking. I do this by showing students that the real world is messy - it is therefore necessary for answers to be qualified, measured and undogmatic, but nonetheless intellectually coherent. We continuously build a bridge between the data and the formal models. Building these bridges is bi-directional, getting students to

think about how to interpret data in a way that lends itself to modelling, and how to interpret a model so as to apply it to the real world. To further highlight real world relevance and to inspire and captivate students, I emphasise the importance of good judgment. I try to achieve this by being a good role model, laying bare my thought processes, clearly showing the steps in my analysis, and revealing the mistakes I have made myself. I want students to see that I am no different from them, only that I have more experience and training.

Knowledge in itself is of little use if it is not imbued with meaning, that is, if it is not parsed through an emotional, human filter. My students know that I am personal, sincere and authentic and that my teaching is emotive. This mode of engagement provides the foundation for not simply imparting knowledge but also wisdom and the ability to think critically for themselves. This, in my opinion, is the best preparation for the real world.

“.. He never fails to make the course interesting to learn and goes out of his way to challenge students to think creatively and critically. I'm also very impressed by the effort he puts into covering topics from more than one angle and pointing out the limitations in the models he is teaching.”

Student, ECON2112, Macroeconomics 2 Honours, 2014



Click or scan to view

<http://bit.ly/vc20TTH>

VIDEO



RECIPIENT

VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Associate Professor Dipti Talaulikar

ANU Medical School, ANU College of Health and Medicine

Synopsis: Associate Professor Dipti Talaulikar is a clinician who is passionately committed to evidence-based, student-focused teaching design and inclusive teaching practices. In the last five years, she has led an award-winning redesign of one of the seven building blocks of student education within the ANU School of Medicine. She has transformed the bedside teaching program at Canberra Hospital into one that receives outstanding student ratings, and her numerous educational innovations have been widely incorporated by her peers. As a mentor, Dipti aims to develop well rounded future doctors, and she mentors students and peers with a focus on equity and access for all.

A desire to contribute is something that doctors and teachers share; there is perhaps something altruistic about these professions that allows us to consider the work as more than a means of livelihood. The dawning comprehension on a student's face, and the inquisitiveness sparked in the minds of future medical practitioners are strong motivators.

Based on my personal journey, I feel teaching and learning should be an end in itself - something that stretches your boundaries and brings you joy and satisfaction. Having been involved in teaching to multiple audiences at local, extramural and international levels - from medical students and trainees, to doctors/peers, and patients in patient education forums, I have learned to keep my

teaching student focussed, really listening to, reflecting and acting upon feedback received and lessons learnt through formal and informal study. My experiences across two continents, and subsequent reflections, have enabled me to accept students and colleagues as equal partners in the education journey at a very primal level.

I am a firm believer in deep learning and have imbued my teaching with a focus on case and team based self-learning within supportive environments. This has included development of facilitated case based and bedside teaching sessions. These develop characteristics and competencies crucial in healthcare, such as active curiosity, application of learnt knowledge, and group interaction and teamwork skills. I am passionate about the ongoing practice of reflecting on teaching practices - mine and others' - and of expanding my horizons as a teacher and as an individual.

'As a student, it is not a difficult task to spot those educators who treasure the opportunity to teach and help future generations of doctors in an effective way, and it is clear to me and my colleagues that Dipti is one of them.'

Student comment



VIDEO

Click or scan to view

<http://bit.ly/vc20TDT>

RECIPIENT

VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Associate Professor Krisztina Valter
Ms Elisa Crossing
Associate Professor Alexandra L. Webb

ANU Medical School, ANU College of Health and Medicine
School of Art and Design, ANU College of Arts and Social Sciences

Synopsis: The Exquisite Corpse – Insight into the Human Body is a novel interdisciplinary course that, through embodied learning, builds student confidence, creative thinking and independence. This innovative art-anatomy course combines educational approaches from the sciences and humanities, and is co-taught by experts in these fields. The Team delivers the curriculum using a practice-based research approach, which presents unique freedom for students to explore ideas and practice new skills in a stimulating, collaborative environment.

The Exquisite Corpse is based on a highly innovative curriculum that re-evaluates the traditional roles the partnering of art and anatomy have played in education in the past. The course places great emphasis on contemporary art practice as a model for motivating students to take an explorative mindset to learning both art and anatomy, and beyond the course in their future profession. The Team has designed a course that is unique in several ways. The two disciplines, art and anatomy, are represented equally, and co-taught by experts.

Students are introduced to the fundamental knowledge and skills of each discipline, and the course demonstrates that the integration of the disciplines enhances the knowledge and learning of both, and takes the learner beyond the limits of these fields.

This feature of the course makes it exceptional, as traditionally, art-anatomy courses are designed for one discipline to serve the other. The course breaks down preconceptions and barriers students may have acquired about the learning process. Open-ended briefs are used to encourage students to develop their own individual ideas and approaches to solve problems and create an original visual art outcome, instead of following pre-conceived ideas to reach expected results. The course requires active participation in art-making, which as well as developing conceptual awareness, observation and analysis of artworks, provides students with multisensory experiences, to promote a deep and an embodied approach to learning. Games are employed, along with unexpected activities, that introduce unfamiliarity and uncertainty into the program, to reinforce learning and create memorable challenges. Students are encouraged to ask questions, seek advice, and are supported through these unfamiliar processes, which while confronting, give them the confidence to take on new challenges.

“The course is exciting, unusual and visionary – just the sort of interdisciplinary teaching we should be doing more of at ANU.”

Professor Kieran Kirk



VIDEO

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<http://bit.ly/vc20TVCW>



CANDIDATE

VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Dr Chris Bishop

School of Literature, Languages and Linguistics, ANU College of Arts and Social Sciences

Synopsis: Dr Chris Bishop is a lecturer at the ANU Centre for Classical Studies where he began convening courses as a sessional academic in 2013. After initially teaching Ancient History, he was appointed in 2016 to coordinate the Centre's classical languages program, and to teach Latin and Ancient Greek. He does so using an innovative 'contextual induction' method and his classes are digitised — lectures are flipped, classes are recorded or streamed, and all assessment items are conducted online.

Modern language-teaching recognises the need to engage students actively in their own learning, to offer them a chance to invest in the discovery of their new language. Rather than presenting students with long lists of new vocabulary to memorise, for example, modern teachers understand that word retention is significantly augmented when the learner is permitted to decode new words within a context of an immersive language practice. Similarly, rather than lecturing students on grammar and asking them to memorise exhaustive (and often obscure) tables of verbs and nouns, students can investigate contextualised grammar within a constructed text.

This approach requires a teacher who is patient, supportive and, above all, fluent in the language being taught. 'Patient' because it takes time to decode a language in which you have no fluency; 'supportive' because students will make mistakes, so an educational environment in which both

mistakes and corrections are normalised is vital; and 'fluent' because the teacher has to understand not only how the language works (its apparatus, if you will), but also how that apparatus might best be accessed by the complete outsider.

This method of contextual induction plays on the student's curiosity, of course, and by presenting language acquisition as a series of puzzles to be solved, rather than information to be memorised, the learner feels more engaged with the process, and more invested in the outcome.

The result is that the new language is acquired more rapidly and more comprehensively, and that the skills used to do so are more broadly applicable to greater range of analytical techniques. Students essentially teach themselves, and this process of directed but independent learning, increases their capacities in a range of cognitive disciplines.

"Chris has transformed the study of Classics at ANU, increasing enrolments rapidly through a research-informed emphasis on students' personal investment in their learning. You only have to wander past the door of his classroom to detect that the energy is distinctive, the inquiry collective, and the mode immersive."

Academic Colleague



VIDEO

Click or scan to view
<http://bit.ly/vc20TCB>



CANDIDATE

VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Dr Ben Mercer

School of History, ANU College of Arts and Social Sciences

Synopsis: Ben Mercer is a historian of twentieth-century Europe. His teaching covers the breadth of contemporary European history. He teaches in a combination of large audience and small group formats to inspire enthusiasm, curiosity and critical thought about the past and its role in the present. His teaching cultivates students as independent researchers and thinkers, providing a challenging and transformative experience for students. In 2019 Ben was the recipient of an ANU College of Arts and Social Sciences Award for Excellence in Teaching.

We live in a world of 'fake news', the 'hot takes' and vitriolic exchange of social media, the reduction of education to marketable skills and the ongoing failure of governments to adequately respond to the major challenges facing today's world. In this context, I believe education must create critical, rational, thoughtful individuals capable of transforming their world. The goal of all my teaching is thus to create self-critical, independent thinkers and researchers who form an intellectual and social community based on openness and respect.

My teaching is based on the belief that, firstly, everyone can learn, but different people learn in different ways. Secondly, I believe that learning occurs in a meaningful relationship with others, whether one-on-one or in small or large groups. Thirdly, people learn best in an environment of openness, respect and free exchange of ideas.

Finally, challenging one's own ideas and presuppositions is central to critical intellectual engagement. When so little of today's world models respectful and evidence-based discussion, the willingness and ability to revisit one's own ideas in a community of open exchange offers an important model for students of how a better world is possible.

My role as a teacher is to establish a community of respectful and open exchange of ideas, to provide a variety of learning formats within a course and to ensure students are challenged by the course material, and in their interactions with others. . My teaching deals with controversial and challenging topics: terrorism and political violence, Nazi Germany and genocide, the challenges and frustrations of democracy, the difficulty of social and political change. They are highly relevant topics in a world of democratic discontent, populism, terror and resistance to recognition of climate change. They are also subjects we often believe we know about, but frequently know all too shallowly. In my courses, I aim to unsettle the comforting preconceptions held on such topics and ask students to confront our assumptions about the past, to practice empathy and understanding, and develop their critical thinking.

“[Ben] made me change the way that I think about the world, events and how they are documented.”

Student comment



Click or scan to view
<http://bit.ly/vc20TBM>

VIDEO

CANDIDATE

VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Dr Gen Nowak

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

Synopsis: Dr Gen Nowak (FHEA) is a Senior Lecturer in Statistics and convenor of multiple postgraduate programs within the Research School of Finance, Actuarial Studies and Statistics. He brings a wealth of teaching and research experience, acquired through his work at ANU and leading universities overseas. Gen is passionate about teaching and committed to developing globally competitive graduates who have the skills and confidence to apply statistics across broad-ranging areas of economics, finance and scientific research. In 2019 Gen received the College of Business and Economics Award for Teaching Excellence.

My teaching philosophy is about teaching students 'how to think' so that they can confidently approach any given statistical problem and arrive at methodologies for reaching a solution. I believe that the role of a university lecturer is to provide a learning environment where students acquire the knowledge and skills to confidently take their next steps in their chosen field. For statistics students, this may be in further statistical research, work in other scientifically related fields, or work in a profession that relies on statistical analysis. Given the globally competitive environment in which we operate, I believe that students should be able to operate at a standard on par with graduates from other high-ranking universities around the world.

I create a learning environment that aligns with my teaching philosophy by applying the four E's: empathy, enthusiasm, effort and evaluation. These guiding principles

are about the importance of understanding students' needs and goals; the positive impact that genuine enthusiasm can have on student learning; the effort required for effective teaching, such as in the preparation time spent for course delivery; and the value of regular reflection on ways to improve and enhance the student learning experience.

Two key aspects of my teaching methodology that derive from these principles and that I regularly employ in my teaching are: the use of diverse real-world examples to convey complex statistical concepts; and the maximisation of opportunities for active student participation to motivate and expand learning. The use of practical examples motivates and inspires students by highlighting the real-world relevance of statistical analysis, and provides an insight into the type of work they could be undertaking in the future. I constantly explore a variety of techniques to engage my students and encourage active participation. My courses will typically incorporate small group discussions, workshop style sessions and a question-and-answer based dialogue approach to demonstrate examples.

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

Student comment



Click or scan to view
<http://bit.ly/vc20TGN>

CANDIDATE

VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Associate Professor Katerina Teaiwa

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

Synopsis: Associate Professor Katerina Teaiwa (SFHEA) developed the first Pacific Studies undergraduate teaching program at ANU. Katerina founded the ANU Pasifika Australia outreach and equity program, and lobbied for ANU to support increased enrolments of under-represented Pacific Islander students.

She is currently Vice-President of the Australian Association for Pacific Studies.

In 2019, she was a recipient of the College of Asia and the Pacific (CAP) Award for Excellence in Teaching, and this year received the NSW Pacific Women's Professional and Business Network 2020 Educator Award.

I believe learning about the Pacific has a powerful transformative potential for students, regardless of their discipline, background or career plans. My goal as a Pacific Studies teacher is not to grow experts on the Pacific region but rather to transform students' minds and hearts by learning from and with Oceania and its people. It is important that our students develop empathy and critical awareness when engaging the region, rather than reproducing neo-colonial and patronising approaches. The frameworks I present to students involve comprehending the Pacific in transdisciplinary, multi-sited, decolonial and indigenous ways. This sets them up with conceptual and critical tools they can apply in any course or area of work.

Indigenous Pacific ways of knowing and being are foundational to my pedagogy, and my students gain a strong sense of the

importance of navigation and wayfinding, history, genealogy, kinship, identity, the arts, environment, empowerment and Pacific values, regardless of the topics we're discussing. For example, they learn how the arts are relevant to politics and activism, and how kinship and the environment are critical for regionalism. The fact that I'm a woman of colour, of African American heritage, and a Pacific Islander and practising artist from Fiji and Kiribati, makes a difference in the classroom as I'm able to ground what we're learning through my own historical and cultural experiences.

I also teach the highly innovative Pacific Islands Field School that has travelled to Fiji, Samoa, Hawai'i, Solomon Islands, and Palau, in partnership with the Centre for Pacific Islands Studies at the University of Hawai'i at Manoa. My students' work and voices from the field school have been featured in regional social and mainstream media, as well as ANU publications.

"This semester completely changed not only how I think about the Pacific but also its relationship with Australia. Something that has really stuck in my mind the last few weeks was when you showed us the image of the world with the Pacific as the focus. It really made me reflect on how I thought or didn't think about the Pacific throughout my life."

Student comment



VIDEO

Click or scan to view
<http://bit.ly/vc20TKT>



RECIPIENT

VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN SUPERVISION

Professor Edward Aspinall

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

Synopsis: Professor Edward Aspinall supervises students researching the politics of Southeast Asian countries. Stressing to his students the interaction between theoretical and contextual knowledge, he assists them to develop deep knowledge of the societies they are researching, and to use their fieldwork findings to build theory. His former students, from many different countries, have written prize-winning theses and books, and pursued successful research-based careers in academia and government in Australia and Asia.

My own research, and that of the students I supervise, occurs at the intersection of political science and Asian Studies. My supervisory practice involves several components, but is guided by one core principle: I always model to students that advanced research in our field involves iterative dialogue between theoretical knowledge on the one hand, and fieldwork findings and other area-based knowledge on the other. To develop a lasting contribution to both disciplinary and country-focused literature, students need an excellent understanding of both theoretical debates on their topic and the specialist literature on politics and society in the country concerned. I urge my students to interrogate these bodies of knowledge in the light of each other, and especially, to identify disjunctions between them. The goal is to prepare students to reinterpret disciplinary knowledge in light of their fieldwork findings, and to offer a novel theoretical interpretation of Southeast Asian politics.

Explained thus, the dialogue between theory and country-based research seems simple. Of course, it is difficult in practice, requiring each student to develop sophisticated disciplinary knowledge, to master linguistic, cultural and other skills necessary for fieldwork in Southeast Asia, and to have the intellectual curiosity, flexibility and rigour to work across bodies of knowledge. This is where I come in. My main task is to guide the student through this process. As they go through research design, implementation, and writing I constantly urge them to re-examine their approach, findings, and writing in terms of this two-sided challenge. Zeroing in on the interaction between theoretical and area-based knowledge helps students avoid the twin traps of theoretically elegant exposition not grounded in Southeast Asian realities, and rich empirical work that fails to illuminate disciplinary debates. My approach also allows students to engage in intellectual discovery themselves, developing ownership over the insights they develop.

“Professor Aspinall has been a role model as a supervisor – not only for students, but also for other staff. He has put extraordinary care into educating the next generation of researchers in the scholarly, ethical and intellectual dimensions of academic endeavour.”

Associate Professor Marcus Mietzner, HDR convenor, Dept. Political and Social Change, Coral Bell School of Asia Pacific Affairs



VIDEO

Click or scan to view
<http://bit.ly/vc20SEA>

CANDIDATE

VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN SUPERVISION

Associate Professor Elizabeth Rieger

Research School of Psychology, ANU College of Health and Medicine

Synopsis: Associate Professor Elizabeth Rieger has a substantial record in the provision of excellent research supervision in which she blends her own skills as a researcher (including conducting research on effective supervision) and extensive experience in the practice of clinical psychology (enabling unique skills in building relationships that maximise personal growth and goal attainment). She aims to foster both academic rigour and wellbeing in her students, and her combination of academic skills and clinical expertise has resulted in consistently strong student attainments.

It is an axiom of the positive psychology field that we, and subsequently those around us, will flourish to the degree to which we can bring our 'signature' or self-defining strengths to our roles. What has been pivotal in my own development as a supervisor has been a growing awareness of how my skills as a clinical psychologist can be harnessed in the provision of quality supervision.

As a clinical psychologist entering academia over 15 years ago, I saw my roles as a clinical psychologist and research supervisor as largely distinct. Yet, the combined influence of feedback from my students and colleagues, and immersing myself in the supervisory literature, fostered my increasing appreciation of how my passions for research and research supervision, and the theory and practice of clinical psychology, could be fruitfully integrated.

Now, my starting point is acknowledging that research supervisors, like therapists, are facilitators of learning and growth, and fundamental agents of academic achievement and optimal student wellbeing. The latter is an essential outcome in itself given the unacceptably high rates of psychological distress in Australian university students, yet also because student emotional distress is a well-established predictor of poorer academic outcomes among postgraduate students.

Through students shaping my supervisory practice, I believe that the most distinctive aspect of my supervision has become the emphasis I place on creating a professional relationship that students experience as unconditionally supportive, safe, reliable, warm, enthused, honest, and invested.

This ensures they are capable of; taking the risks that innovative and vital research requires; sharing with me any barriers they experience so that I can help them generate and navigate solutions; persisting, and indeed flourishing, through the inevitable challenges of research; and accepting and processing in a positive manner the necessary critique that builds academic rigour.

"I hope that during my career I can mirror the way Liz practices as an academic scholar – with integrity in her work, the highest quality of research method, and authentic support for her colleagues."

Supervisee comment



Click or scan to view
<http://bit.ly/vc20SER>

VIDEO



CANDIDATE

VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN SUPERVISION

Professor Laurajane Smith

Centre for Heritage and Museum Studies, ANU College of Arts and Social Sciences

Synopsis: Professor Laurajane Smith's supervision of research students draws on: her intellectual commitment to innovative, critical and socially meaningful research; her extensive knowledge of editing and publishing; a multidisciplinary global network of contacts; and the insights built over 30 years of teaching at four universities in two countries. Heritage and Museum Studies, and the work of Smith and her students in particular, contributes to the development of cultural policies that address social diversity and associated issues of inclusion/exclusion.

My supervisory approach is based on the three functions of education as defined by Biesta (2009); 'qualification', 'socialisation and 'subjectification'. A meaningful balance is required between the provisions of qualifications, the socialisation of students, in this case their socialisation within the community of scholars and researchers, and subjectification, the ways in which students become critical and reflective thinkers (Biesta 2015:253). The latter is particularly important in facilitating the development of a student's critical skills in general, but also feeds back to qualification and socialisation. While my approach as a supervisor is to ensure students become qualified, competent and committed members of the academic community, my main focus is on the process of subjectification to allow them to become autonomous and independent in their thinking and research practices (Biesta 2009: 41).

My goal is that by the end of the supervisory relationship I have produced not only confident and assured researchers, but also researchers who can trust their research insights while simultaneously critically interrogating and testing those insights against their data. It is my intention to have instilled a desire to push boundaries and question 'givens' and taken for granted assumptions, and to have facilitated the development of individuals who can assess research risks and have the confidence to take those risks. The specifics of my supervision practices vary considerably from student to student, and the practicalities of how I supervise will depend on a student's needs, aspirations and the varying levels of their skills and abilities. Nor do I consider that the supervisory relationship ends with graduation. While no longer a 'supervisor' I continue, as and when wanted, to mentor and provide emotional and intellectual support as my ex-students' careers develop. I have continued to read and give feedback on drafts of publications, grant applications, job applications, and book proposals as students become colleagues and peers.

"[...] She brings to her role a rare combination of being an internationally respected knowledge specialist and a high degree of emotional intelligence. She gives clear guidance when needed but also provides enough space to explore and develop independence."

Dr Rachael Coghlán



Click or scan to view
<http://bit.ly/vc20SLS>

VIDEO

RECIPIENT

VICE-CHANCELLOR'S CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

Associate Professor Ben Corry

Research School of Biology, ANU College of Science

Synopsis: Ben has developed a range of teaching strategies that deeply engage students in a large class setting. These include novel tutorials that demonstrate the process, creativity and application of the scientific method; and approaches that allow students to apply and contextualise their understanding with real world examples. Together, these provide students with the skills, knowledge and creativity to address new challenges within the discipline.

My love of teaching focuses on having genuine interactions with students and helping them develop skills that allow them to tackle the challenges they will face in their careers. However, achieving these things is challenging when faced with a class of more than 180 students. Furthermore, realistic laboratory experiments in the discipline typically take months and involve expensive equipment, while simplified prescriptive laboratories can belie the creative nature of the scientific enterprise.

I want students in my course to learn what it is like to be a scientist and to apply problem solving skills, rather than simply memorising discipline specific knowledge.

A goal in designing tutorials for the course is to nurture scientific creativity, by giving students the opportunity to come up with new ideas and invent ways to test them. For example, students may be presented with a real scientific problem with only a rough guide as to the process of how to address it.

I believe this not only yields better practitioners of the field, but can yield a deeper level of learning that can be applied across many areas of study. There is a power that comes from being able to infer things from foundational knowledge and so students are encouraged to explain complex phenomena based on simple principles.

When they learn something about basic cellular physiology, I want the students to be able to infer how this manifests itself in human experience. Students will be asked to explain complex real world problems with the foundational knowledge they have learned, and to identify gaps they need to fill to address these problems.

My hope is that students realise that the knowledge they learn in any of their courses can be integrated into an explanatory framework to address a diversity of real world problems.

“...these tutorials simulated the sometimes opaque 'idea' of addressing a problem scientifically, and encouraged the process, allowing one's mind to gather the facts and begin throwing ideas around in a critically engaged and creative manner.”

Student email 2018



VIDEO

Click or scan to view
<http://bit.ly/vc20CBCo>

RECIPIENT

VICE-CHANCELLOR'S CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

Professor Shuk Ying (Susanna) Ho

Research School of Accounting, ANU College of Business and Economics

Synopsis: Susanna draws from her expertise in big data and data analytics to engage students in learning activities relevant to their career goals. She has sustained her students' motivation by establishing the connections between the learning materials and industry relevance. Susanna's 'connectivism' approach has provided students with much-needed flexibility and support to ensure their mastery of the highest possible level of knowledge acquisition. Her students have grown to embrace technology, with a view to enhancing their exposure to industrial analytics practices.

How can academics support and inspire students with various post-graduation goals to continue their knowledge acquisition, particularly with a new learning paradigm like data analytics? I believe student learning is motivation-based, and my role is to highlight the connections between course materials and real-world applications. In the learning process, students are given more control to pursue a learning pathway that interests them. I have employed multiple techniques to enable my students to take a genuine interest in learning the course content, not just those items perceived to be examinable.

The first of these techniques involves developing the courses with up-to-date knowledge of data analytics. I develop industry-relevant course materials and students are exposed to a variety of software packages and simulations. Cutting-edge technologies are discussed

in my classes, attracting students' curiosity and enthusiastic participation. My second technique is the use of research-led teaching to make content 'real' for students, with real applications. Many students hope to work in industry and often ask about data analyst positions. They aim not only for good grades, but also advanced knowledge to prepare themselves for future challenges. As such, research-led teaching proves exceptionally effective in course delivery. My third technique is the development of coherent content. I engage students in discussions by providing instant feedback to guide them to elaborate (or revise) their diverse ideas and inputs in my classes. Whenever applicable, I summarise what students have learned in their previous courses before proceeding to my topics. This helps them understand the positioning of data analytics in accounting practice, and connects my topics with their prior knowledge to construct a big picture. My fourth technique involves developing the course with up-to-date knowledge of the field of data analytics, and the creation of resources for learning. Students learn from modern business cases, practitioners' reports, news articles, websites, and YouTube videos of software training. These practical sources of information have proved impactful in engaging students with the challenging course concepts.

"Very useful course and topics covered for students to develop a career in the future"

Student comment



Click or scan to view

<http://bit.ly/vc20CSH>



Click or scan to view
<http://bit.ly/vc20CDL>

VIDEO

RECIPIENT

VICE-CHANCELLOR'S CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

Dr Darren Lim

School of Politics and International Relations, ANU College of Arts and Social Sciences

Synopsis: In a time of great turbulence and change, Darren's elective course, *Power and Influence in World Politics*, utilises a unique analytical framework to facilitate students' understanding of the complexity and gravity of contemporary international relations. Employing the framework to study some of the most pressing issues in world politics today, the course focuses on developing the analytical and practical skills needed to excel in the information economy. Darren's approach has been recognised through two ANU College of Arts and Social Sciences (CASS) teaching awards: a 2019 Citation for Outstanding Contribution to Student Learning, and a 2018 'Highly Commended' Award for Teaching Excellence.

Can a course in international relations that covers topics as diverse as Russian election hacking, Greco-German debt-crisis negotiations, counterinsurgency in Iraq, and Sino-US hegemonic rivalry, be developed and presented with coherence and imagination? My elective course, *Power and Influence in World Politics*, which I designed independently and have delivered annually since 2017, utilises these headline-grabbing case studies to maximum effect.

The heart of *Power and Influence in World Politics* is an analytical framework developed by me specifically for the course. Utilising the concept of "power", the framework is designed to equip students with a coherent set of analytical tools to understand an array of phenomena as diverse those listed above.

The framework is applied using case studies chosen for their diversity and contemporary importance, with the goal of fostering student motivation and encouraging individual students to pursue their own passions. After all, learning is much more fun when the topics are both familiar and perceived to be of meaningful relevance to students' own lives and futures.

The extensive use of my own research in the teaching materials, the successful publication of a peer-reviewed article in Australia's flagship international relations journal based upon the inaugural teaching session (that now forms the intellectual foundation of the course), and the synergies between the course and my highly-successful podcast on Australian foreign policy, together reflect a true command of the field.

"The framework used to describe the process of power analysis was coherent and easy to understand. Overall this unit was thought-provoking and stimulating."

Student comment, SELT Evaluation



RECIPIENT

VICE-CHANCELLOR'S CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

Associate Professor Heather Roberts

ANU Law School, ANU College of Law

Synopsis: Associate Professor Heather Roberts brings to her teaching a distinctive passion, and nationally recognised expertise in Australian legal and judicial biography. Most recently, she has developed an original and innovative interdisciplinary law undergraduate elective: *Comparative Supreme Courts*. Her assessment regime challenged students' perceptions of the disciplinary confines of legal communication, and through its exploration of the history and role of Australian and United States' apex courts, provided the intellectual stimulation for students to develop their own vision for their place in law.

My teaching philosophy is informed by the question that inspired me to leave private legal practice in 2003 and return to ANU: in what way does *who* a judge is make a difference in the law? This question is central to my identity as an academic.

The biographical lens I bring to teaching is not motivated simply by the importance of research-led teaching at ANU, or giving students an authentic experience in my classroom, although both are important pedagogical imperatives. Rather, given the increased recognition of the wellbeing issues faced by law students and the legal profession, I believe that it is vital that students leave a classroom feeling empowered and supported in their ability to find their own path, and to consider the values that may drive that journey.

I designed the assessment regime in *Comparative Supreme Courts* to allow students to express their individual voices, by selecting their own topic, and method of presentation for their final assessment. I also provided support and scaffolding for students exploring new presentation methods (e.g. podcasting; web design; desktop publishing; teacher resources) as well as inviting expert guests as inspiration and motivation to challenge students' perceptions of what was possible.

Underpinning the assessment regime was a significant skills-training objective. Law school most often assesses student achievement through formative essays and high-stakes summative problem-solving exams. Law students and their potential employers have consistently argued that there should be greater diversity in teaching and assessment – specifically in the development of professional and practical skills for workplace ready graduates.

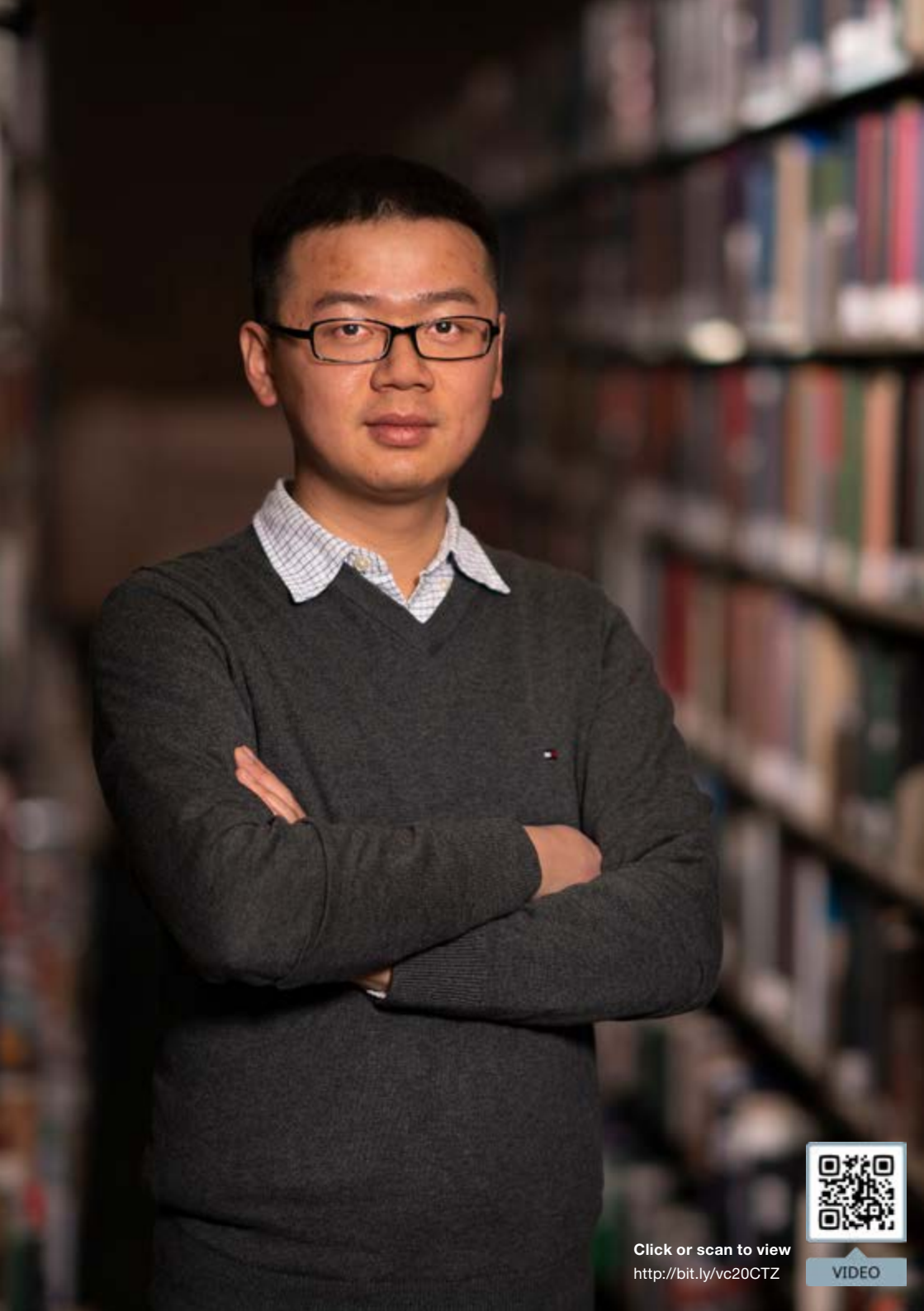
“I was tremendously impressed by the students' creativity and by the quality of their projects, ... I am sure that their work will inspire other students (and even some academics!).”

Unsolicited email from Justice of the Federal Court of Australia who attended the pop-up showcase.



Click or scan to view
<http://bit.ly/vc20CHR>

VIDEO



RECIPIENT

VICE-CHANCELLOR'S CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

EARLY CAREER

Dr Tao Zou

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

Synopsis: Tao Zou is a Senior Lecturer in the Research School of Finance, Actuarial Studies and Statistics (RSFAS) at the College of Business and Economics. Dr Zou specialises in equipping students with knowledge on how data science workflows function in the Big Data era, where people have increasing access to an enormous amount of sophisticated information. Dr Zou was the recipient of a 2019 CBE Citation for Outstanding Contribution to Student Learning (Early Career).

Modern statistical programming is not only inevitable in data visualisation and statistical analysis & modelling, but also can help achieve better communication. For example, the most popular statistical programming language is R, which is introduced in all the statistical courses of RSFAS.

R Markdown is a more advanced programming approach which can turn statistical analyses into high quality documents, reports, presentations, dashboards, and even books and websites. A systematic usage of R and R Markdown can largely enthuse students about Big Data, visualisation and analysis. Consequently, I have adopted the modern statistical programming R and R Markdown to write lecture notes, visualise data in real examples, and write detailed tutorial/assignment solutions for feedback in both of my courses.

The deep embedding of modern statistical programming shows students how data science workflows function. Students have indicated how much they have enjoyed learning that is authentic and relevant.

As a statistician, I fully understand the real data example can motivate my students and help them more effectively perform statistical analysis and modelling. In addition, real data analysis and computer-based simulation are two sides of the same coin in statistics. Students can use modern statistical programming to generate data by themselves, which is a typical procedure in simulation.

“Strengths of the course were that the lecturer used interactive slides in his lectures to explain complex concepts and provide examples.”

Student comment, SELT 2018



Click or scan to view
<http://bit.ly/vc20CTZ>

VIDEO

CANDIDATE

VICE-CHANCELLOR'S CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

Associate Professor Bruce Christensen

Research School of Psychology, ANU College of Health and Medicine

Synopsis: As a researcher, educator, mentor, and program director, Bruce has committed himself to the development, promotion, and wellbeing of students. Under his leadership, the professional psychology programs at ANU have experienced increased student input, decreased student burden, a more effective integration of theory and practice, increased professional development, and a prioritisation of student mental wellness. He is a sought-after supervisor, mentor, and teacher and has contributed substantively to the research literature on effective supervision.

My overarching teaching objective is to facilitate the intellectual, professional, and personal development of students. Several key ingredients help me to achieve this. I prepare lessons that are both challenging and interesting. At the same time, I remain sensitive to the variability of learning rates and styles by structuring information hierarchically and making liberal use of reviews and summaries. I regularly involve students in collaborative decisions about course structure and encourage participation by conveying interest and respect for everyone's opinion.

As a supervisor, I aim to motivate, inspire, protect, and challenge students as researchers, clinical psychologists, and whole individuals. I keep their goals and interests at the forefront of our work, and situate the authority for problem solving and decision making with the student in order to build their self-efficacy, mastery, and confidence.

This allows us to collaboratively work towards launching the student's professional career, and providing an interpersonal environment where they can safely explore, challenge, and develop themselves.

As the director of the postgraduate Psychology professional programs at ANU, I have sought to enhance the student experience and increase the student voice. I have also worked to increase the diversity of our student cohort, revise the curriculum in partnership with students, increase forums for scientific and clinical exchange, establish a peer-mentoring program to support students and their transition, reduce student workload and develop new clinical services, including an e-Therapy Clinic, which trains students to deliver mental health services to rural and remote Australians.

“Bruce demonstrates inspirational leadership... that will have an enduring influence on the profession. He understands equity and... the pastoral care he provides is exemplary and inspires a high level of trust... in students. He perceives strength in all students, regardless of their problem; he sees the person behind the problem...”

Professor Iain Walker, Director, Research School of Psychology



VIDEO

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<http://bit.ly/vc20CBCh>





CANDIDATE

VICE-CHANCELLOR'S CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

Mrs Nenen Ilahi

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

Synopsis: Nenen promotes student engagement through the creation of a holistic and supportive learning environment. She has developed a range of materials and activities which enable students to achieve maximum understanding through the use of three main sensory receivers: visual, auditory and kinaesthetic. She was nominated for the College of Asia and the Pacific's (CAP) Teaching Awards in 2019 across three categories, and was the recipient of the CAP Wattle Award.

I believe that to cultivate students' creativity, a lecturer needs to first demonstrate their own creativity. In light of this, I have designed various activities that maximise students' visual, auditory and kinaesthetic sensory receivers.

One example of this occurred when students studied the topic of 'Economic Disparity' in one of my Indonesian classes. I presented the class with ten illustrations of Indonesian proverbs, and small groups were asked to guess what famous proverbs were targeted by each visual. In the second part of the activity, the groups presented their results to the class, and discussed English equivalents. This led to a lively discussion involving socio-cultural aspects, and exposed students to relevant issues in Indonesia. Students then created a skit, incorporating these proverbs.

I always ensure students understand that making mistakes is an important part of language acquisition. During each skit performance, the audience wrote feedback in the target language, which was then collected and discussed in the class. I made sure that the feedback benefited the whole class. This mutual understanding with regards to errors and feedback ensured that students always had a positive and supportive learning experience.

Providing students with holistic and engaging activities such as these, while at the same time exposing them to relevant and topical issues, ensures impactful learning. This approach also cultivates student interest in furthering their language skills, and gives them a much better understanding of Australia's closest neighbour, Indonesia.

"Nenen has enabled me to learn informal vocabulary which would not be offered in standardised textbooks. I have also been able to learn about contemporary issues important to Indonesian society. Nenen's inclusion of Indonesia traditional song and dance has also provided me with cultural knowledge and encouraged me to listen to Indonesian songs beyond the classroom."

Student comment



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<http://bit.ly/vc20CNI>

VIDEO



Click or scan to view
<http://bit.ly/vc20TDKA>



VIDEO

RECIPIENT

VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING

Ms Tereza Kobelkova, Dr Ruji Auethavornpipat

Department of International Relations, Coral Bell School of Asia Pacific Affairs
ANU College of Asia and the Pacific

Synopsis: Tereza Kobelkova and Ruji Auethavornpipat place emphasis on students gaining benefits from a supportive and engaging learning environment where diversity and individuality are respected. They incorporate latest international affairs into interactive class activities to demonstrate the relevance of scholarly debates in the contemporary world. As a team, they are committed to using their background as international students to put themselves in students' shoes and tackle learning challenges.

We live in an era where the principles of equality and diversity are increasingly challenged by the global surge of extremist and discriminatory attitudes against women, immigrants, the LGBTQI community, and ethnic and religious minorities. We are conscious and responsive to these challenges in the way we teach International Relations at the College of Asia and the Pacific. As guided by the ANU Equal Opportunity policy, we have obligations as educators to not only provide information but also encourage students to think critically from a wide range of perspectives, including ones that challenge their own world view.

We translate our commitment to such principles into teaching by creating an inclusive class environment based on respectful relations where students' diverse identities and ideas are valued. This approach empowers students to participate in tutorials with confidence and builds an atmosphere of mutual respect among peers.

To facilitate an inclusive learning environment, we ensure students at the beginning of the semester that 'there is no right or wrong answer.' We then expose students to a range of activities, such as cross-group debates which facilitate understanding of competing, yet equally viable explanations to the topic of study. To ensure students are constantly learning and improving, we integrate what we call 'immediate feedback mechanisms,' which function as a self-performing exercise for students to receive instant feedback. These include delivering closed-book quizzes in tutorials so that students can immediately assess their own performance. Another 'immediate feedback mechanism' we have developed is casual trivia games, where students work in pairs and received small prizes. We designed each trivia question to be a discussion point for debates thereby encouraging students' critical thinking and analysis in a supportive environment. These activities foster group- and self-motivation while providing time and space for students to evaluate their learning and seek assistance.

“[The] tutorial format is the most engaging I have been in. It allows for open discussion and fostering of debates ... [Tutors] helped me understand International Relations [and] consistently sought to identify the weaknesses in our knowledge and rectify this.”

Student comment, INTR2010 *International Relations in the Asia-Pacific*, 2019



RECIPIENT

VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING

Ms Louise Blessington

Fenner School of Environment and Society, ANU College of Science

Synopsis: A passionate advocate of learning by doing, Louise Blessington graduated in 2017 from the Bachelor of Philosophy (Science) program with the University Medal. She has tutored 14 different courses across the Fenner School, the Vice-Chancellor's courses, and the Tjabal Centre. Continually seeking to improve students' learning experience, Louise has designed new curriculum content and assessment pieces, created opportunities for cross-cultural learning, and initiated new feedback mechanisms.

I love the challenge of helping to foster intellectual curiosity and independent learning. To my mind, that means creating a social atmosphere in the classroom where people feel comfortable to ask difficult questions, expose and critique their own biases, and do so in a way that respects the histories all students bring with them. I am consistently amazed by the creativity and intellect of my students, who give me new insights into course concepts and themes, as well as ways of learning.

I think we learn best when it's fun, and in context. To help students better understand the international and cross-cultural contexts in which sustainability challenges exist, I created a novel, blended approach which used a mix of online and in-person exchanges to facilitate learning. With help from my colleagues, this formed an integral part of the Sustainable Agricultural Systems course in 2019, bringing together 90 university students from Australia, the Philippines and Vietnam in a mutually-

beneficial, equitable and accessible cultural exchange.

We also have such a richness of context we can access right here. When re-designing the tutorial program for another course, our new classes largely consisted of a series of on- and off-campus field trips. We saw building works, urban food systems, pollution problems and interventions; discussed wastewater management, energy production and equity, all within our local area. Engaging Ngunnawal elders to guide some of our field trips also encouraged students to critically engage with how cultural landscapes are shaped, and how they in turn shape current policy and experience.

I honestly love my job - I get to learn new things every day, build meaningful connections with others, and get a real buzz out of seeing new levels of understanding flash into existence. Thank you to all the staff members who make this possible, and all the students who make my days fun, interesting and inspiring.

“The enthusiasm and joy with which Louise presents content in the classroom is infectious; she has a clear talent for engaging students that many educators take years to master.”

Referee's comment



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<http://bit.ly/vc20TDLB>

VIDEO



RECIPIENT

VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING

Mr Ruvi Lecamwasam

Research School of Physics, CQC2T, Department of Quantum Science, ANU College of Science

Synopsis: Ruvi has tutored seven different Physics courses over the past five years. During this time he has also supervised 17 undergraduate students, and produced video lectures which are currently used at seven colleges throughout the ACT. Students repeatedly make reference to his aptitude for intuitively explaining difficult concepts, and he has introduced materials that have significantly reduced drop-out rates in two courses.

Mathematics is the language of the universe, and anyone trying to speak it will be met with a bewildering array of concepts: giant expressions of arcane symbols, terms with pages of definitions, and hard-to-visualise high-dimensional spacetimes. But beneath this abstraction there is always structure and reason, and if you look in just the right way, everything forms one natural story flowing from one idea to the next. I do everything I can to share this intuition with my students and show them how they might have been led to build these edifices themselves. Doing this makes the 'abstract nonsense' seem beautiful and natural, something they can engage with and be passionate about.

Intuition is also empowering. I remember as an undergraduate frantically flipping through pages of the textbook, hunting for a set of symbols which would vaguely resemble the runes on my page. With intuition, however, you start to reason independently. The students soon find that they can attack on their own, problems that seemed impenetrable - all that was missing was the right point of view.

There are many ways to build intuition. I try and talk about the motivations, what problems were people trying to solve when they introduced this concept, and what would happen if we tried to do things another way.

Often what seems like something completely new is a generalisation of something you already know, and if you can make that connection, all of your old knowledge and understanding will click into place. I also try and find some concrete examples that are accessible at the students' level. Connections can be made with a variety of different subjects outside the course, and seeing these can help motivate students, and place what they know in a broader context.

Most importantly, teaching is a collaborative process. Every day people come in with a veritable zoo of questions, insights, and perspectives, and traversing these has been as helpful to my own growth as it has to the students.

“[Ruvi made] us realise that we did actually have some applicable problem-solving skills ... [he has] an excellent way of giving students intuition for and techniques to visualise complex problems (including things in many dimensions that aren't easily thought about).”

Student comment, *General Relativity* 2018



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<http://bit.ly/vc20TDR>

VIDEO



RECIPIENT

VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING

Ms Yuan (Helen) Ping

Research School of Accounting, ANU College of Business and Economics

Synopsis: Yuan (Helen) Ping is an Associate Lecturer and a PhD candidate at the Research School of Accounting, ANU College of Business and Economics (CBE). She has tutored in Accounting, Tax and Law courses at both postgraduate and undergraduate level for three years, and was awarded the 2019 CBE Excellence in Tutoring Award. Helen has Honours degrees in Law and Commerce from ANU and is a qualified legal practitioner. Her extensive knowledge and skills in Law and legal method have enabled her to excel in teaching Law courses to business students.

Inspired by Northedge's (1976) growing theory of teaching, I see myself as a 'gardener' for students' minds — an area of ground that could become a flourishing garden. My aim is to act as a catalyst in bringing out the best I can from the available ground, thereby providing the fertile conditions for students to excel. I do not attempt to specify the exact dimensions that each student is to achieve. What I am really interested in is facilitating their own learning and development.

My tutorials are designed to contribute to developing students' communication, problem solving and critical thinking skills. My approach to teaching focuses on creating a learning environment where students can comfortably participate in class discussions and welcome intellectual challenges. To cater for the diverse ways in which students develop those skills, differentiated teaching is a key strategy that I employ to craft lessons, providing the right amount of support and challenge for different groups of students.

International students comprise around 50% of the cohort in the undergraduate courses I teach and more than 90% at the postgraduate level. They often face challenges in learning law courses given their lack of familiarity with the Australian legal system, and the high level of language proficiency required by those courses. Having studied Law for more than ten years as an international student, I can strongly relate to, and empathise with, the international students in my class and I am able to draw upon my own experience to help them overcome their difficulties in this journey. By being a good listener and always responding to students in an encouraging way, students in my class have shown increased confidence and interest in the Law. In recognition of my strong track record in achieving successful learning outcomes for students, in 2020 (as part of CBE's response to the COVID-19 challenge) I was appointed Head Tutor of CBE's remote Tax courses, and have worked as a team with the course convener to provide an enriching learning experience for students.

“Helen's passion and dedication to student learning are an inspiration for any educator. Helen shares her knowledge and skills in a charismatic, vibrant and empathetic way that motivates students to actively participate and strive for excellence.”

Course Convener, CBE Tax courses.



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<http://bit.ly/vc20TDYP>

VIDEO



RECIPIENT

VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING

Mr Feodor Snagovsky

School of Politics and International Relations, ANU College of Arts and Social Sciences

Synopsis: Feo Snagovsky was a Tutor in the School of Politics and International Relations from 2017-2019 and an Associate Lecturer from 2019-2020. In this time, he has taught more than 1,000 first-year political science students at ANU. Having won the ANU College of Arts and Social Sciences Award for Excellence in Tutoring and Demonstrating 2019, Feo draws on his own research-led practice to help students develop tools to interrogate the political world.

I strongly believe nobody can do your learning for you; in this respect I think of my role as in keeping with the 'Travelling Theory' of teaching – that of "a local guide and equipment supplier, not a coach driver on a packaged tour". In my classes, I implement open, discovery-focused and team-based inquiry exercises to help students see the nuance and complexity of political science. For example, one week I ran a tutorial simulation where, in teams, students made a series of decisions about how a fictional country would go through federalisation. I designed this country's geography to reflect economic, religious and ethnic tensions to demonstrate how complicated federalism can be when put into practice. Students had to decide how the country's internal boundaries should be drawn and which governance arrangements be put in place.

I am a strong believer in experiential, participatory and problem-based learning, approaches which I believe help students of different learning styles develop their understanding of the political world in

a more rigorous way. I helped students understand the principles of public goods and collective action by dividing them into groups and asking each team to design a state budget from the ground up. Each student was allocated a secret persona which represented the many competing interests in civil society, such as the 'Humanitarian' who wanted to maximise social spending and the 'Deficit Hawk,' who wanted to make government as small as possible.

I approached the challenge of teaching quantitative methods to first year students by using their own survey data to teach them the principles of statistics. To do so, I developed an online survey which mirrored questions in the Australian Election Study and followed Loepp (2019) in designing several student-based survey experiments. For example, in one experiment where students read about a politician caught up in a scandal, all students were given the same basic information, except half the class read about a Liberal MP, while the other half read about a Labor MP. This experiment used students' own answers to these questions to demonstrate how good research design can help us understand motivated reasoning and other forms of bias.

"I really benefited from the way Feo stimulates class discussion by forcing us to think outside the box in our applications of the theories taught in the lectures."

Student comment



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<http://bit.ly/vc20TDFS>

VIDEO

CANDIDATE

VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING

Ms Jennifer Darmody

ANU College of Law

Synopsis: After resigning as a corporate lawyer to pursue professional cycling, Jennifer returned to the ANU Law School to tutor in *Equity & Trusts* and *Corporations Law*. Through teaching, she rediscovered her passion for the law, something she felt she had lost during her time as a junior lawyer. At the core of her approach is an emphasis on mental health, having witnessed the impact that the stressful legal environment can have on young lawyers.

As a teacher, it has always been my approach to share with students my own personal experience since graduating from ANU.

At the time I resigned as a lawyer from a top tier law firm in Sydney in early 2019 I felt disheartened by the lack of awareness and focus on mental health in the legal industry. I had observed many of my peers suffering with mental health issues in jobs they had strived so hard to secure at university. As a tutor or teacher, you have a unique opportunity to prepare students for the path to come. My approach to teaching is largely informed by this outlook. In each tutorial, I think it is important to have an open dialogue about how students are coping with the course and the course load. I've found that there are times during the semester where morale is low and students have very little energy for class. At these times, I pare things back, ask less questions and simplify the issues. This means when students are more engaged and are better prepared for the tutorial, I can push them to engage and attempt

trickier analyses. I have found this approach builds a trusting work space where students feel less anxious about learning and are able to appreciate that you don't have to be "on" all the time.

My approach to teaching also focuses on motivating students to think about learning on a deeper more personal level, rather than fixating on assessment and grades. I always open my tutorials with a discussion on how the course content could be relevant to students in their career pathways and try to refer back to these more "real life" applications throughout the semester. I find that this shifts the mindset of students away from the uncertainty and stress of assessment and instead encourages students to focus on something they do have control over - learning.

"One of the particular gifts that Jennifer brings to the classroom is the ability to animate even the most technical and lifeless areas of the law, and to do so in a way that faithfully maintains the complexity of the frameworks that she is communicating."

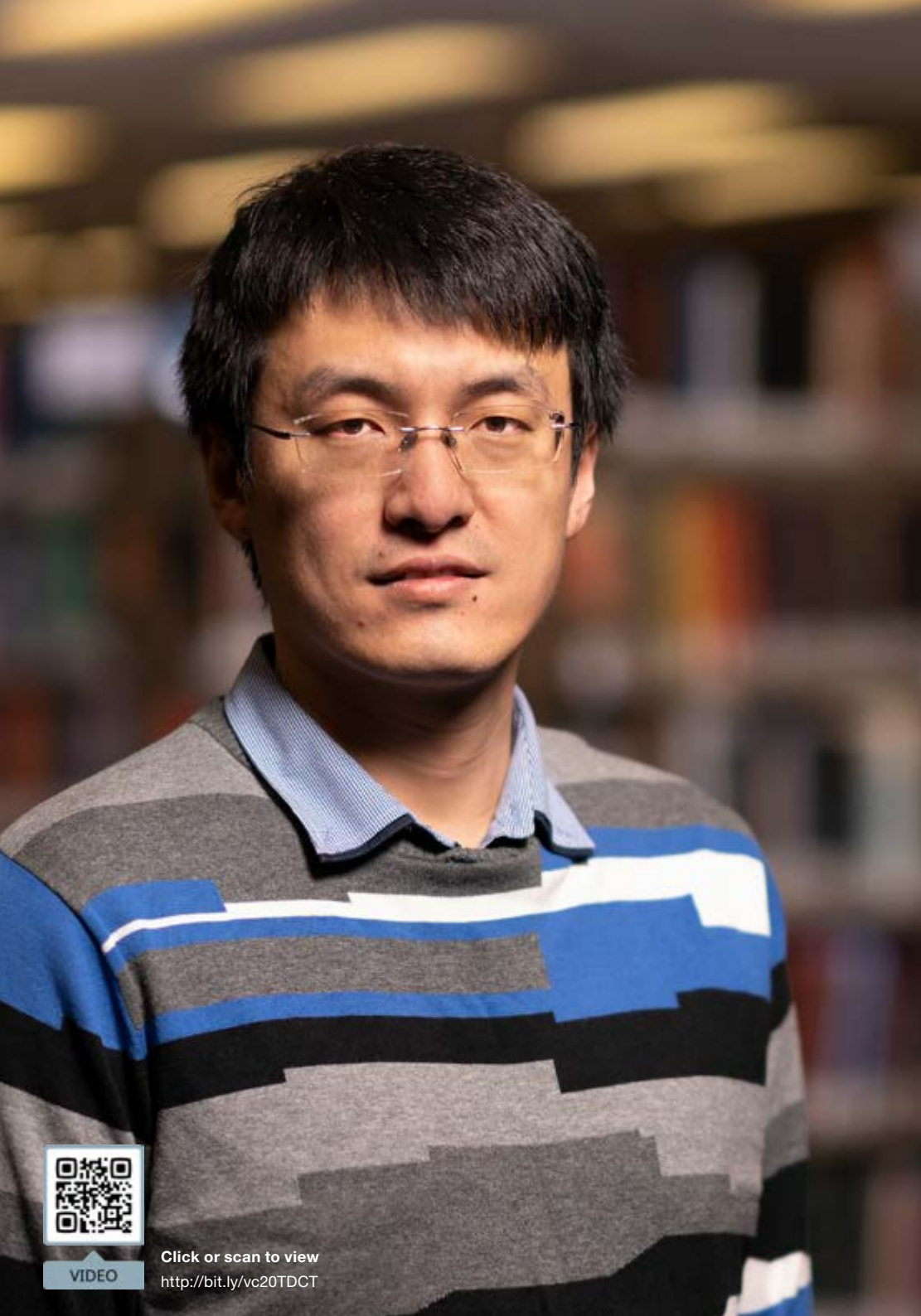
Course Convenor



VIDEO

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<http://bit.ly/vc20TDJD>



VIDEO

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<http://bit.ly/vc20TDCT>

CANDIDATE

VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING

Mr Chen Tang

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

Synopsis: Chen Tang is a PhD candidate in the Research School of Financial and Actuarial Studies where he tutors first-year undergraduate, and postgraduate courses. Born into a family of teachers, he believes that teaching is as much an art as it is a science. His teaching philosophy is a mixture of the unconscious influence of his parents, and the Confucius educational ideology. He was a recipient of a 2019 College of Business and Economics (CBE) Award for Excellence in Tutoring.

Albert Einstein may have once said, 'Interest is the best teacher', however I did not fully understand this quote until I became a tutor. Similarly to how my parents influenced me, I just try to discover what interests the students. I believe it is vital to foster students' interest at the very beginning, so that they are self-motivated in the learning process. Student engagement is the direct reflection of where students' interests lie, and I engage students by imparting true stories about the financial world.

First year students always have a wide range of demands and expectations. To cater for all these learning requirements, I teach students in accordance to their levels of aptitude. To start with, I explain the profound theories in simple terms/language to ensure everyone can understand. I then explain these in a more sophisticated way, which goes beyond the course objective and may be beneficial in enhancing the understanding of students who have high learning goals.

I also point engaged students towards additional readings, as well as following financial news to learn of hot topics.

There is always a gap between theory and practice within Finance, which makes it difficult to draw a connection between the two. It is crucial for first year students to become familiar with finance, so they feel encouraged to continue their studies, or even careers, in this discipline. By showing them real world examples, they are aware of what they will face in their future careers. This also allows students to find a specific area where they are interested in, and develop further.

"Learning without thought is labor lost; thought without learning is perilous" is the famous Confucian philosophy on learning and reflection. I encourage students to develop the ability to learn by analogy. Acting as a facilitator, I guide students to recognise the prototype question and its variations. Before going into details of each specific question, I throw small, step-by-step questions at students to lead their thinking into the discovery of underlying concepts and theories. In this way, questions of different type can be summarised and understood in a more comprehensive way.

"..went above and beyond giving us further learning opportunities that further enhanced our learning."

Student comment

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