



Australian
National
University

RECOGNISING EXCELLENCE
VICE-CHANCELLOR'S
AWARDS FOR EXCELLENCE
IN EDUCATION
2019

2019 VICE-CHANCELLOR'S AWARDS FOR EXCELLENCE IN EDUCATION

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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 and programs across five categories.

While the 2019 process, like all before it, has culminated in a cluster of well deserving award recipients, simply to be nominated for a Vice-Chancellor's Award for Excellence in Education is an achievement in itself.

These awards are facilitated by the Promoting Excellence Team in the Centre for Higher Education Learning and Teaching (CHELT). Each year, the team also supports ANU teachers and programs towards national recognition in the Australian Awards for University Teaching.

We hope you enjoy reading about the 37 award nominees featured in this booklet, all of whom are making a significant difference to the lives of students at ANU.



VICE-CHANCELLOR'S CONGRATULATIONS

The Vice-Chancellor's Awards for Excellence in Education are an opportunity for the University to celebrate the exceptional contributions of teachers and educational innovators at ANU.

As part of being a home to excellent research and teaching, we support, reward and celebrate our teaching staff who support a transformational educational experience for our students. A great education is built on the foundation of great teaching.

These Awards recognise the educators and innovators who make ANU unique, and provide an unparalleled educational experience, second to none, anywhere in the world.

At ANU, we support our outstanding educators to create innovative and engaging learning environments. These educators are at the frontier of new educational practises as well as providing their own time and expertise to support their students. In short, they are key to providing an ANU experience that sets the standard for the University and the nation. It gives me great pleasure to be able to recognise and reward the teachers for their commitment and support of teaching and learning at ANU.

I would like to thank all of the candidates and recipients of the 2019 Vice- Chancellor's Awards for Excellence in Education for their hard work and to congratulate them on their success.

Professor Brian P. Schmidt AC

Vice-Chancellor and President
The Australian National University



AUSTRALIAN AWARD FOR UNIVERSITY TEACHING 2018

CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

Dr Ding Ding

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

Since her first teaching appointment in 2015, Dr Ding Ding has been on a mission to transform her students into tomorrow's leaders of business, economics and society.

As a teacher of compulsory undergraduate and graduate finance courses, she specialises in large-class teaching of student cohorts up to 400.

Ding Ding's teaching skills were tested in early 2017 when, through necessity, she became the first lecturer at ANU to teach a regular class in the university's concert hall.

In the face of what was a significant challenge, she relished the opportunity to expand her teaching repertoire and leverage on her creativity and adaptability.

In doing so, she displayed leadership and courage beyond her experience level, and became a beacon for other teachers to follow into uncharted waters.

Prior to this, her strategic introduction and use of PollEverywhere had a synergistic effect on her colleagues, with many of them implementing the technology into their own teaching.

As a result, it was adopted for campus-wide deployment.

In recognition of her dedication and talent, Ding Ding was awarded the ANU Vice-Chancellor's Citation for Outstanding Contribution to Student Learning (Early Career) in 2018, after winning the ANU College of Business and Economics (CBE) version of the award in 2017.

In 2018, Ding Ding was a recipient of an Australian Award for University Teaching-Citation for Outstanding Contribution to Student Learning

<http://www.anu.edu.au/about/awards-achievements/education-achievements/dr-ding-ding>

RECIPIENT: VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Associate Professor Samantha Bennett

School of Music, ANU College of Arts and Social Sciences

Synopsis: Associate Professor Samantha Bennett convenes courses and facilitates learning across the music technology and popular music disciplines. She is particularly focused on innovative and research-led approaches to the areas of music production and technology, designing and implementing engaging, interactive content and assessment techniques whilst prioritising the student experience. In particular, Associate Professor Bennett addresses matters of equity and inclusivity in sound recording and music technology education – a major challenge facing the discipline both pedagogically and professionally.

My pedagogical approach to music technology is grounded with a strong 'scientific underpinning, artistic realisation' philosophy that recognises music recording and production to be a truly hybridised scientific and artistic practice. Where traditional music technology programs take either scientific-oriented theoretical approaches to the subject or prioritise software competency via instructional methods of music production as a vocation, my approach draws on best practice from both these domains.

This "theoretical-contextual-practical-experiential" approach is designed to be holistic, taking in the fundamentals of sound and recording, instrument technology, recording and production techniques and digital audio technology. Additionally, my assessment techniques move beyond established performance and

essay-writing modes prevalent in music programs, to include podcast production, analogue-to-digital archiving, technical report writing, collaborative recording and online multimedia presentations.

Education does not begin and end in a classroom and good pedagogy should result in far-reaching impact. My work extends to invited presentations at the PARSA ANU Tomorrow Lecture Series, Fenner Hall Academic Dinner and a keynote at the ANU Student Research Conference. I regularly present at national and international conferences on all aspects of my education practice. Fifteen years ago, my pedagogical development began with a vocational, practice-led approach and grew into a strong research-led philosophy. Yet now my work in education is as much based on research-led teaching as it continues to produce pedagogically-informed research; education and research are not exclusive domains, they are symbiotic and this understanding continues to inform my approach.

"Samantha's dedication to her student cohort is faultless; she has that rare ability to pass on her expert knowledge with candor and passion while maintaining an innovative and correct curriculum."

H.C.Coombs Creative Arts Fellow comment



RECIPIENT: VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Dr Kate Flaherty

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

Synopsis: Dr Kate Flaherty is a Senior Lecturer in English and Drama and a Senior Fellow of the Higher Education Academy. Her teaching specialty is Shakespeare. At ANU Kate has taught more than 1000 students and, in 2018, won the CASS Award for Teaching Excellence. She has published articles and online resources on Shakespeare education and speaks frequently on radio and at public events.

When I first began to teach, I thought I had to run the show. Now I see that my real job is to set the stage; but not to set and forget! A stage must be set and reset many times. The stage manager must anticipate a variety of scenes and be vigilant, flexible and responsive. In the classroom, well-prepared openness to contingency connects learning with real-life challenges and competencies.

My aim is to set up teaching events which, like life, have no back row. Why? Because I know my students exist in a world in which advanced participatory skills of listening, communicating, and reading will give them the extra edge. However, I see that these skills are increasingly assumed, rather than taught and practiced; locating and reciting information has replaced the complex, relational process of forming knowledge.

For me, Shakespeare's plays afford an opportunity to reclaim the creative and dialogic potential of learning about and through literature. His characters speak at length; but more importantly, they listen. Likewise, the study of imaginative literature fosters attentive curiosity for how people

in other times and places have expressed their experience. The next step is learning to identify how technical aspects of literary form propel its meaning; this develops transferrable communication tools for life in a complex world. I am inspired by literature's unique utility as a rehearsal space for empathy, ethical judgement, connection, analysis, argument, and reason. I design curricula that make these capabilities into measurable outcomes and activities that make their attainment both visible and rewarding.

“From centre-stage, Kate grounds us in the historical contexts of the plays, draws us into collegial synergy through acting exercises, and then relinquishes the stage to students. Kate’s teaching engages students by empowering us. I am normally a shy student, but in Kate’s classroom I speak up with the knowledge that no matter how silly my questions are, they will be answered with seriousness and respect.”

Student comment



RECIPIENT: VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Dr Marina Iskhakova

Research School of Economics, ANU College of Business and Economics

Synopsis: Dr Marina Iskhakova is a Lecturer in the Research School of Economics at the College of Business and Economics. Through the integration of a culturally responsive teaching philosophy, Marina contributes to the development of ANU graduates who are global, open-minded, and culturally-equipped citizens. Characterised by colleagues as a charismatic educator, Marina's commitment to educating generations of future global business leaders was recognised with the 2018 CBE Award for Teaching Excellence.

With the increasingly changing global demographics which are mirrored in our classrooms, we have to reflect and take into account the growing mix of cultures, religions, values, norms, traditions, learning styles, assumptions that students from different cultures have to offer. Those changes have to be reflected in course curricula, assessment design, delivery style and diverse communication and feedback strategies.

To improve student engagement and learning, I have adopted the innovative educational philosophy of 'Culturally Responsive Teaching' which incorporates three guiding principles: the expectation that all students can achieve a high academic level; inclusion of students' cultural background and knowledge into the teaching and learning process; and usage of a variety of instructional strategies to respond to diverse cultural backgrounds of the students.

Not only is a Culturally Responsive Educator a subject expert in their own field, they are also equipped with culture-responsive strategies.

Research indicates that when cultural background and knowledge are evident in class, it energises, inspires, and motivates students, facilitating engaged learning. Effective multicultural educators create a learning environment which is respectful for students' own cultures. Multicultural educators capitalise on cultural knowledge to enhance teaching and learning.

Since 2010, I have taught 18 semesters of classes with class sizes ranging from 20 to 100, contributing to the education of more than 4000 students from more than 30 different cultural backgrounds in Australia. I'm looking forward to growing further as a global educator who is capable of developing open-minded global citizens who will shape a better world in the future.

“A student remembers very few of their teachers/mentors through different institutions and stages of their life, who have an absolute impact. Dr Marina was the one that I admired and looked up to throughout my degree. The knowledge, passion and nurturing she provides in her lectures makes one motivated to learn, think and explore.”

Student comment



RECIPIENT: VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Dr Yuko Kinoshita

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

Synopsis: Dr Yuko Kinoshita is an educator in Japanese language and linguistics. She developed her educational expertise, from lecturing to vision-making and program coordination, at the University of Canberra as the head of the Japanese program. Following her move to ANU, Yuko's pedagogy has developed further through convening and teaching various linguistics courses in CAP and CASS. She is a Senior Fellow of Advance HE and the 2018 recipient of a CAP Award for Teaching Excellence.

My approach to teaching perhaps can be characterised by three features: vision driven, reflective, and enhancing student engagement. I believe that university education should foster people who think well and enjoy doing so, who have the emotional and intellectual courage to handle uncertainty, who form their views carefully by considering multiple possibilities, and who update their beliefs when faced with new information.

I aspire to transforming university language and linguistics teaching, as a platform for intellectual and emotional development that brings life-long benefits to individual students and, ultimately, to society. These greater goals have been my guiding principles in all aspects of my educational activities.

My teaching style is built on frequent questions to students. This is not just to create interaction, but to provide ample scaffolding questions and to guide their thinking processes.

Students experience logical development of ideas by addressing each question in order, developing a pathway for this thinking style.

Self-reflection has been a key part of my professional practice. I have also made it my routine to write quick notes straight after each class – how long each part took to cover, which exercises worked well, which did not, and which I could further improve. I apply this discipline across the board, even for courses which, as a sessional lecturer, I am unlikely to teach again—I know that notes taken after one lecture will inform the next.

For engaging students, I have two key strategies: giving relevance to their learning, and providing an emotionally safe environment. I explicitly communicate the bigger picture in lectures and tutorials, to link the classroom learning to the outside world. In creating emotionally safe learning environments, my own experience as an international student with poor English has been invaluable. How I felt back then, what was difficult, and what helped, has informed me, and spurred me to seek the experiences of learners so I can provide a better educational environment to a wide range of students.

“Instead of just telling us how something worked, you challenged us, asking us small questions that would invite us to think or recall an answer. And then you would explain it to us in detail.”

Student comment



RECIPIENT: VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

(EARLY CAREER)

Dr Jananie William

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

Synopsis: Dr Jananie William is a Senior Lecturer in Actuarial Studies in the College of Business and Economics. Following a successful international corporate actuarial career, Jananie brings to her students an authenticity in her dedication to them, teaching and her profession. She utilises her varied experiences to teach specialist advanced actuarial courses and her teaching excellence was recognised through the CBE Award for Teaching Excellence in 2018 (ECR).

My passion for teaching is grounded in the unwavering belief that “education has the power to transform lives and thereby change the world”. My varied life experiences, including successful careers in the insurance industry and academia, have helped define my unique contribution to teaching the next generation of actuaries – as an authentic industry-informed lecturer, future-looking researcher and champion for diversity.

I use a student-focussed holistic approach to teaching and learning. This begins with ensuring students feel accepted and are treated equally, that is, regardless of any attribute or preconceived notion of ability.

I create an environment whereby the whole spectrum of students feel connected with me and each other, through authentically sharing my own experiences in lectures and also bringing industry experiences to life through collaborative workshops

where students solve real world actuarial problems together. I develop these case studies from current research and industry challenges to include modern cutting-edge actuarial techniques and technologies so that students are future-ready for a profession that is going through a period of rapid change.

The actuarial discipline is well-known for its challenging nature. To address this, I empower students in their learning by cultivating grit. I offer personalised support through tailored feedback and post-assessment consultation to nurture this important trait. Through these teaching methods, students find my genuine love and extensive knowledge for my discipline overflows in class, but more importantly their learning is a transformative process that empowers them to achieve their unique excellence in a stimulating actuarial career.

“Having worked as an actuarial consultant for almost two years now, I am still benefiting from the courses Jananie taught. It was her great support that empowered me to achieve my goals for my Honours year.”

Graduate student comment





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.

"At every step Dr Bishop continually strives to see through his students' eyes, to understand and harness their motivations, and to channel these into enthusiasm for learning."

Head of School comment

CANDIDATE: VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Dr Phillip Drew

School of Law, ANU College of Law

Synopsis: Dr Phillip Drew is an Associate Professor at the ANU College of Law. A thirty year veteran of the Canadian Armed Forces, he has served in UN Peacekeeping Operations and Armed Conflicts, first as an Intelligence Officer, and then later in his career, as a lawyer. He currently teaches courses in the Law of Armed Conflict, Peacekeeping Operations Law, and Maritime Security Law.

My approach to teaching has been heavily influenced by my experience of teaching courses and skills to young adults in the military, where we focused on three fundamental aspects of adult learning; teaching, demonstrating and confirming. Throughout my academic career I have used those fundamentals as the basis for course design and delivery, be it at the undergraduate, post graduate or graduate level.

My teaching method is primarily Socratic. My goal in any class is to encourage students to interact with me and with their peers. My interactive engagement with students commences at the very beginning of my classes, often through the use of a video or news clip that is designed to provoke discussion on the theme of the day. In using this approach, I am able to bring the law to life, and encourage students to look at current events through a legal framework.

I understand that a safe and respectful learning environment is one of the keys to academic success. As a result of some of my own experiences, I am acutely aware of the challenges that many of our students face on a daily basis. Whether the issue is anxiety, depression, PTSD or any other of the myriad of challenges that students may encounter, I do my best to assist them to meet their potential.

“Phil taught with methods that inspired long-term retention, rather than short-term, exam-focused learning... I have never learned or retained so much during a course...”

Student comment



CANDIDATE: VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

(EARLY CAREER)

Dr Darren Lim

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

Synopsis: Dr Darren Lim's pedagogical philosophy is to initiate students into the complexity and gravity of contemporary International Relations, while equipping them with analytical frameworks and practical skills to excel as professionals in the information economy. Darren is dedicated to training students as discerning social scientists, who can identify, structure and communicate information to help understand the world and inform quality decision-making.

My distinctive teaching approach is premised on two core realities. First, that we are living through a profoundly disruptive yet consequential period in world politics. Second, that the labour market has been fundamentally transformed by the availability of near-infinite and low-cost information online.

Arguably the most valuable professional skill today is the ability to locate, analyse, structure and communicate information effectively. These two realities converge in the classroom, where I strive to instil within students an appreciation of the gravity and complexity of International Relations, while training them to sort through the abundance of available information to produce and express clear and useful insights about the world.

I aim for my students to find success not just in their individual careers, but also as thoughtful global citizens making broader contributions to the grand challenges of our time.

Outside the classroom, my contributions to curriculum development and community engagement—including publishing research on policy-relevant topics, training government professionals, and founding a podcast on Australian foreign policy—reflect my conviction that there are multiple pathways through which my teaching can add value, both in the classroom and beyond.

In particular my *Australia in the World* podcast enables me to use my teaching skills to inform the community about the challenges Australia faces and thereby shape public debates. As an early career researcher with outstanding student evaluations, a College teaching award and over 6,000 downloads of my podcast, my teaching is already having a major impact both on campus and in the broader Australian community.

“Everything we studied... related back to current affairs in the world... It was good to be able to see straight away that what we were learning had a clear relationship to things happening... right now [and] to learn about the [relevant] IR theories and think about possible solutions to current issues.”

Student comment



CANDIDATE: VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Dr Susy Macqueen

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

Synopsis: My teaching area is Applied Linguistic, and I teach courses in the areas of language learning and education, language in society, social interaction and research methods. Prior to joining ANU in 2016, I spent many years teaching in schools and designing and researching educational assessments and high-stakes tests. My courses are of interest to students who would like to teach languages and design language assessments, and also to those who are interested in education and language policy.

As an educator in an applied discipline, my approach to teaching is fundamentally concerned with the interrelationship between theory and practice. I feel strongly that theory should be linked to real-world practice in a way that is personally relevant for students, so in all my courses, I give students the opportunity to bring their world experience into their content learning.

These bits of experience – examples of language use, students' language learning experiences and language assessment experiences – form the basis for class activities. This approach isn't just for the benefit of my students, though. I have gained many insights into language learning and language education in diverse contexts from my students.

I also make sure students get to experience what it is like to carry out research. Their research experiences are staged sequentially from initially applying personal

experience to course concepts, to later designing and undertaking a research project.

My students' research journeys are scaffolded with feedback and analysis of model studies. I feel it's important for students to know me as both a researcher, and a teacher, so I incorporate my own research, often in a 'warts and all' fashion, so students can see the problem-solving nature of research processes.

My teaching is nurtured by research I do into language learning and language assessment in educational and workplace contexts. This gives me a deep appreciation of what it is to learn disciplinary content through a second language.

“Dr Macqueen’s interest in, enthusiasm for, and success at teaching can in one sense be explained by her extensive experience ranging across multiple education sectors, together with her research interest in language assessment and language policy. However, at its heart, her tremendous success is more deeply rooted in her genuine valuing and enjoyment of her students, and concern for their learning.”

Head of School comment



CANDIDATE: VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Dr Tami McGrath

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

Synopsis: Dr Tami McGrath is a convenor and lecturer in Japanese Language Studies at the ANU College of Asia and the Pacific. She has taught Japanese language and culture at ANU and other Australian universities and is actively involved in other teaching-learning oriented research activities, including being part of a team developing a textbook for first year written Japanese courses. Tami is driven by a passion to promote students to become proactive and self-motivated independent learners. She is constantly developing her teaching approaches and methods and has made significant contributions to the Japanese program at ANU.

My approach to teaching is based on the well supported philosophy that, in language learning, student motivation is one of the main determinants of learning achievement. I always seek to develop teaching strategies to motivate and inspire students in their language learning. A language is intimately connected with the cultural values of the society where it is spoken. Without an understanding of the cultural values of the society from which a language originates, I believe students cannot learn the language effectively, and will not gain the higher understanding of the target culture that should be expected from a tertiary level course. In order to learn effective communication strategies in their target language, students need to experience language in context and understand how it works in cultural and social contexts.

For example, conceptions of politeness, and their linguistic forms in apologies, suggestions, complaints and refusals in the Japanese language differ from other languages which students may be familiar with. Even though students may be able to produce perfect utterances without any grammatical mistake, they may be viewed as rude and clumsy in a cultural and social sense in Japan. Therefore, through employing cultural elements and bringing 'living culture' based on real-life situations in contemporary Japanese life and technology into the classroom, I encourage students to engage on a deeper level with Japanese life, society and culture as much as possible. In the learning process, students will not only learn how to speak Japanese with grammatically correct sentences and expressions, but also learn to recognise their own culture and values, while constantly being required to think outside their native cultural norm in the learning process.

“Speaking as someone who is hoping to live in Japan one day, knowing these rules and conventions will make living and functioning in Japan much more accessible. Thanks to Sato-sensei, I am now equipped with the skills I need to successfully navigate living in Japan.”

Student comment





CANDIDATE: VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Dr Zahra Taheri

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

Synopsis: Dr Zahra Taheri is the Persian program convenor in the Centre for Arab and Islamic Studies (CAIS), and teaches language and non-language Persian courses, both online and on campus. Her experience as an educator spans more than two decades and three different continents, and her teaching is heavily influenced by her extensive research on the image of women in Persian literature.

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

My basic objective in teaching, aside from enhancing communication skills, is to introduce students to literary, historical, social and cultural aspects of Persian language and literature. In doing so, I utilise a variety of interactive methods which encourage exploration, rather than passive acquisition of facts and figures.

The cornerstones of my teaching are the delivery of engaging lectures, involvement of students in the process of their learning, and creating classroom activities which immerse students into Persian culture.

I share with students my memories of living in Iran, which provides them with eye-witness accounts of Iran's modern history, and historical events. Such stories pique their enthusiasm, and make them feel like they, themselves, have had a front row seat to the significant events which shaped Iranian culture.

My overall goal is to build a strong relationship with each student, and create a balance between challenge and enjoyment, in the process motivating students to most effectively understand Persian culture.

I believe the most effective learning happens when students are fully engaged, and so this immersion and engagement is central to all that I do as a teacher.

“Dr Taheri is a knowledgeable, well prepared and passionate teacher. She has inspired me to follow up other CAIS courses, and to read more widely on the material covered in the course. She really knows what she is talking about, and is always willing to engage in conversations about the subject area.”

Student comment



CANDIDATE: VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

Dr Sonali Walpola

Research School of Accounting, ANU College of Business and Economics

Synopsis: Dr Sonali Walpola is a Lecturer in the Research School of Accounting, ANU College of Business and Economics (CBE). She has convened Commercial Law in CBE for more than a decade, and Taxation Law courses since 2011. Sonali has previously worked at a leading corporate law firm in its commercial litigation and tax sections. She completed a PhD at ANU College of Law, graduating in 2015. Through her PhD, she gained a deep knowledge of contract law and its historical evolution, as well as the nature of legal reasoning in common law systems. Sonali was a recipient of the 2018 CBE Teaching Excellence Award.

Underpinning my approach to teaching is an emphasis on the underlying purpose of legal rules, the interconnectedness of various areas of law and the relationship of law to other disciplines. My mission is to use legal materials as a platform for developing powerful learning tools, so that students are equipped with the analytical abilities and confidence they need to thrive in their future vocations.

The teaching of Law to business students, particularly international students, presents unique challenges and opportunities. I consider that an empathetic environment, celebrating individual and intellectual diversity, is the key to unlocking students' inner potential. While the courses I teach involve material that is jurisdiction-specific to Australia, this knowledge is shared in an accessible, inclusive way, without assuming cultural knowledge of Australian or English norms.

In Commercial Law and Tax, the mastery of core principles and sound justification processes is prioritised. Students are guided to understand that competence in legal analysis primarily comes from a command of valid justification processes that take account of accepted relevant principles, and authorities. A useful fact shared with students is that High Court judges, with eminent training in the law, often disagree with each other — students find this truth to be intellectually liberating and exciting. As a corollary, this means different student conclusions may be accepted as correct in borderline cases, provided their responses show an understanding of the appropriate method.

In Commercial Law, the curriculum focuses on topics which are likely to be most useful in commercial practice. In Tax, the student experience is enhanced through exposure to the AusTaxPolicy blog, the blog of the Tax and Transfer Policy Institute. As a blog co-editor, I gain exposure to the most important tax policy issues in Australia and globally, which provides an invaluable opportunity to ensure that class materials are not only current but 'forward looking.'

“...what separates Dr. Sonali from others is her ability to demonstrate her strong emotional intelligence and empathy in addition to the technical expertise in the subject. Only a few benefit from having a balanced mix of these two”

Student comment



CANDIDATE: VICE-CHANCELLOR'S AWARD FOR TEACHING EXCELLENCE

(EARLY CAREER)

Dr Nicholas White

Research School of Chemistry, ANU College of Science

Synopsis: Dr White has taught the first and second year inorganic chemistry courses at the Research School of Chemistry since 2016. During this time, Nick has updated the inorganic chemistry curriculum and rewritten the lecture and laboratory courses to include more modern and interdisciplinary content. Nick continues to try and bring relevant innovations to his teaching and has recently incorporated team-based learning into the first year course to complement the lectures, laboratories and small group tutorials.

When I was appointed at ANU, I had not had any teaching experience since demonstrating a first year lab as an Honours student, and was really quite nervous about teaching. In just over three years at ANU, I have found education to be one of the most enjoyable parts of my role. As a result, I have continued to focus on teaching even after taking up a Discovery Early Career Research Award fellowship at the start of 2017.

I believe that if I am not enjoying myself, it is unlikely that students will be enjoying themselves, and consequently are unlikely to learn effectively, so retaining learner interest is really important. This is particularly relevant in first-year chemistry, which has a very large class with many non-chemistry majors.

I aim to do this in a variety of ways: whether having “interactive” lecture notes, breaking up drier content with silly chemistry-themed videos or pausing the lecture frequently for two-minute quiz questions.

I am a big believer in keeping content up-to-date and relevant, and using modern technology. For example, when re-designing our 2nd year inorganic chemistry labs, I made a point of introducing more modern analytical techniques so that students not only make molecules but also seek to understand their properties. Hopefully these kind of innovations are not gimmicky, but allow students to understand modern chemistry techniques, and give greater insight into difficult concepts.

“I’m so impressed by your teaching methods (especially the lecture slides, funny videos, and music before class), and your communication. You’re probably the best lecturer I’ve had at uni – or at least, you’re tied with Mark Ellison, which is about the highest praise I can give. Thanks for a wonderful unit.”

Student comment

RECIPIENT: VICE-CHANCELLOR'S AWARD FOR PROGRAMS THAT ENHANCE LEARNING

ANU Clinical Psychology Program

Research School of Psychology, ANU College of Health and Medicine

Synopsis: The Clinical Psychology Program (CPP) is developing the next generation of clinical-research leaders, who will positively benefit our communities. Its excellence is driven by three central goals: to train exceptional Scientist-Practitioners, to foster the intrinsic value of learning, and to build strong communities. It is regarded as one of the premiere programs in Australia, known for its rigour and high standards on the one hand, and its quality, small-group teaching, and compassionate care of its students on the other.

The pedagogical success of the CPP rests on three distinguishing features: (1) a fundamental focus on the pursuit and attainment of excellence; (2) an unwavering commitment to the scientist-practitioner model; and (3) a comprehensive culture of holistic care and support. The CPP's focus on excellence underpins every aspect of its operation, including its

admissions, teaching, research, clinical practice, administration, and pastoral care. The primary framework underpinning the CPP's approach is the scientist-practitioner model, in which students are prepared to independently practice as clinical psychologists; conduct research that informs the understanding and treatment of mental disorders and the promotion of wellbeing; and adopt an approach that values life-long professional learning. Under the scientist-practitioner model, practice and research are equally emphasised and fully integrated.

As much as excellent pedagogy is a chief aim of the CPP, it also recognises that successful student learning is dependent on building a community and culture that is supportive, diverse, professional, and responsive. For example, the CPP has established many and varied avenues for student feedback. In addition to course



evaluations, student representatives serve on the Clinical Committee and attend planning meetings. In this context, students are viewed and respected as colleagues whose input is instrumental. In addition, the CPP is dedicated to robust and holistic pastoral care. Emphasis is placed on celebrating diversity and inclusiveness while also acknowledging individual needs and circumstances.

Several mechanisms by which staff monitor student progress and coping include regular conversations focusing on academic goals and achievements, but also personal growth and challenges. The Clinical Committee reserves a

portion of their monthly meeting to review student development and recommend supportive action.

“... the ANU clinical psychology program is well regarded for its strong scientist practitioner foundation, as well as the excellent clinical teaching and supervision students receive, and in my view is one of the leading clinical psychology training programs in Australia”

Comment, Australian Psychology Accreditation Council Review

Team members

- Associate Professor Bruce Christensen
- Associate Professor Elizabeth Rieger
- Dr Dave Pasalich
- Professor Richard O’Kearney
- Associate Professor Rhonda Brown
- Dr Amy Dawel
- Dr Tegan Cruwys
- Dr Linda Nicholson
- Dr Lainie Hart
- Ms Lisa Oxman
- Ms Julia Reynolds
- Ms Robin Dearlove
- Ms Vicki Kilby
- Ms Alyssa Best
- Ms Erin Parker
- Ms Paula Ozola



CANDIDATE: VICE-CHANCELLOR'S AWARD FOR PROGRAMS THAT ENHANCE LEARNING

ANU Medical School ArtMed Program

ANU Medical School (ANUMS), ANU College of Health and Medicine with the National Gallery of Australia (NGA)

Synopsis: ArtMed is a collaborative program for enhancing medical education, research and professional development. It has been running for 15 years as a collaboration between the National Gallery of Australia and the ANU Medical School. The program exposes students to the systematic study of, and discussion about, visual art as an innovative way of exploring how to discern and articulate visual clues (a clinical skill).

It also imaginatively explores virtue development by exploring how artistic works promote consistently applying ethical, legal and human rights norms through professional conscience (a leadership skill), and systematically engage differing and challenging points of view in circumstances of uncertainty (a professional skill).

The role of the National Gallery in the program was a direct outcome of a theory of the role the humanities play in generating social conscience and thence norms (principles) of ethics, law and human rights.

The program has expanded to include a Friday afternoon voluntary enhancement program, a year-long research project option for second year students and vocational and continuing professional training.

The ANUMS-NGA ArtMed learning enhancement program is co-facilitated by Professor Tom Faunce, Ms Fran Wild and Associate Professor Christine Phillips. They have a shared and publicly articulated pedagogy of visual arts training in medical school as revelatory, engaging with conscience, and training students to think innovatively about complex problems. The NGA's ongoing commitment to this program is evidenced by the fact that ArtMed is included in its business plan and involves a dedicated time and resource commitment by NGA staff.

A unique feature is that most of the student have backgrounds in maths and science with little prior exposure to the visual arts. The program is appreciated by students for opening their hearts and conscience to a way of seeing the world which is more in tune with good patient care, as well as enhancing clinical acumen.

“Art is an amazing way to think more deeply about the human experience...It has enabled me to connect medicine to art and will help me to express myself and connect with my future patients ”

Student comment



Team members

- Professor Tom Faunce (ANUMS)
- Ms Fran Wild (NGA)
- Associate Professor Christine Phillips (ANUMS)

RECIPIENT: VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN SUPERVISION

Professor Barry Pogson

Research School of Biology, ANU College of Science

Synopsis: My vision is for better leadership across diverse science career paths, promoting enduring change to gender equity and diversity, which necessitates training a new generation of empowered leaders. Using a dynamic and sustainable multi-tiered mentoring approach, there has been a profound and measurable impact on the personal development, career prospects and learning experiences of students and early career researchers, reaching across Australia and the globe.

All successful researchers have great teachers guiding them, but why should such important relationships depend on chance and luck? Is there a more systematic way to foster a continuity of good researchers becoming great innovators, industry leaders and policy makers? Ten years ago I gathered an enthusiastic group of early career academics and set about answering this question. The result has been the evolution of Training and Inspiring Educators in Research (TIER), a self-sustaining mentoring program that has enabled me to mentor early career researchers towards autonomy, while simultaneously empowering them to mentor and train others in turn.

This network has had a quantifiable impact on their careers, including prestigious national and international recognition for the TIER team, including a citation for the Australian Awards for University Teaching.

TIER has had measurable impacts on the recruitment, retention and enjoyment of undergraduate, honours and graduate students. This empowerment also comes from my support for them to attain fellowships, travel to international labs, take leadership in media interactions and engage in public science outreach.

"I have been one of several young researchers fortunate enough to benefit from Barry's systematic, individually-customised mentoring approach that maximises each of our strengths and enables us to find our voice."

ACT Scientist of the Year, comment

"The difference between a supervisor and a mentor is that a supervisor wants you to do good work, while a mentor wants you to have a future – Barry encompasses both".

TIER coordinator, comment

My vision is we all strive to be both supervisors and mentors, which will ensure not only that new leaders emerge, but also that they fundamentally impact on the way science is perceived, planned and undertaken.





CANDIDATE: VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN SUPERVISION (EARLY CAREER)

Dr Tambri Housen

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

Synopsis: Dr Tambri Housen is an epidemiologist and registered nurse specialising in international health, and currently works as a Research Fellow on the Masters of Philosophy (Applied Epidemiology – MAE) program at the Research School of Population Health. Her research interests include cross-cultural mixed methods research to inform policy and culturally relevant best practice in health care delivery, and research promoting community engagement in evidence-based practice.

A key aspect of my position is the supervision of Higher Degree by Research (HDR) scholars. My approach to supervision is two-fold:

- > equipping scholars with skills for life; skills in undertaking research of high quality from conception to translation of findings into practice;
- > coaching and mentoring to develop confidence and independence, to build skills in knowledge transfer and leadership,

The majority of our MAE scholars will go on to work with multidisciplinary teams to respond to, and work on, issues of public health importance, nationally and globally. As a supervisor of these scholars, I strive to equip them with the necessary skills to be confident, independent learners with the ability to thrive in a multidisciplinary workplace.

The HDR journey should also be about enjoying the experience, the relationships and networks you build; as such I take a holistic approach to supervision and recognise my role is more than technical but also at times pastoral.

My supervision philosophy closely aligns with the vision and values outlined in the ANU strategic plan; to 'inspire leadership' and to ensure 'excellence in the scholar experience'. In my research/teaching role I am a strong advocate of inquiry based and peer-to-peer learning. An important component of professional development for any future career (research or industry) is developing the necessary skills to transfer knowledge and skills to others.

“Having had a number of supervisors during my postgraduate research journey I recognise Tambri’s unique supervisory qualities which go beyond the necessary technical elements, such as providing constructive and timely feedback on my work, to the soft skills that make a supervisor more like a mentor.”

Student comment

CANDIDATE: VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN SUPERVISION

(EARLY CAREER)

Dr Hieu Nguyen

Research School of Electrical, Energy, and Materials Engineering
ANU College of Engineering and Computer Science

Synopsis: Dr Hieu Nguyen is an early-career academic within the Research School of Electrical, Energy and Materials Engineering (RSEEME). With a belief that supervising research students is the highest level of teaching knowledge in the university context, he has a passion and a strong synergy for supervision at various levels.

I believe that effective supervision and mentorship are the most important characteristics of a research student's experience. In my view, effective teaching and supervising practices should empower students to take ownership of their education and help them realise that they are responsible for their learning outcomes. Supervisors are mentors who help students minimise the risk of being lost from the main route by exercising good management skills and interpersonal relationships. However, once the students are on the right route, they should be allowed to freely explore the subject by themselves.

Transferring the basics: When assigning projects to students, I always give them very careful and detailed initial instructions. These initial pieces of information help them build up their foundation knowledge for the projects.

Establishing the barricades: It is important students believe they are heading in the correct direction before they can be convinced to spend more time and effort on the journey. Thus, I explicitly tell them where to start and the knowledge they will

need to walk through the projects.

Utilising collaborative group work: Three minds are better than one. I always encourage my students to work in small groups to discuss concepts and ideas, or to find solutions to problems. With peer instructions the students can teach and learn from each other by addressing misunderstandings and clarifying misconceptions.

“Hieu’s students with diverse background and different genders are inspired by his professional and yet supportive and kind attitudes which make them feel secure and clear about their research journeys. He has always encouraged his students to work hard to meet the highest levels of standards both in technical and ethical aspects of their researches. His spectacular approach to initiate interactions between new and existing members of the group is the reason that his students are quickly adapted to the new environment.”

PhD student comment





CANDIDATE: VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN SUPERVISION

Professor Matthew Spriggs

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

Synopsis: Matthew Spriggs has been providing inspirational supervision at PhD, Masters and Honours levels at the ANU for more than thirty years. During that period, he has supervised two full generations of students, particularly in the field of Pacific archaeology, many of whom now hold senior academic positions or have gone on to very successful careers in the Public Service or the private sector.

Since commencing at ANU in 1987, I have been a key supervisor for students in three Colleges: CASS, CAP and the Colleges of Science. My completion rates for students for which I was either Chair or joint principal supervisor is almost 100%. No primary PhD student of mine who made it to their fieldwork period has ever failed to complete their thesis.

My current ARC Laureate Project has attracted high-quality PhD students from Australia, Mexico, Scotland and Sweden. Previous research projects have attracted students from Canada, China, Germany, Indonesia, Kenya, New Zealand, Philippines, Portugal, United Kingdom and the USA. I have developed mutually-supportive cohorts of students, many of whom have continued to collaborate after completion. I have encouraged students to publish their work, during or immediately after completion of the thesis in question, and have continued to provide support and mentoring of their further careers.

With several of them I have published major academic papers on some aspect of their thesis research and/or on continuing collaborative projects – most notable are the 60-plus joint papers on Vanuatu archaeology with Dr Stuart Bedford that began during Bedford's PhD candidature in the 1990s and which continue to this day. Several such papers present the work of three academic generations – my peers and myself, my students, and my students' students. Through my inspiring supervision I have helped mould and direct the entire field of Pacific archaeology for the last several decades.

“In my experience, Matthew offers a holistic approach to academic supervision that is all too rare in academia. Throughout my candidature, he has always been available to discuss intellectual ideas, my writing, and to offer practical advice on matters such as fieldwork and the ethics of working with communities.”

Current PhD scholar, comment



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

Dr Solène Inceoglu

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

Synopsis: Dr Solène Inceoglu FHEA joined the School of Literature, Languages, and Linguistics (CASS) in 2016 as Lecturer in French. She is the HDR Convenor for Languages and Linguistics, and convenes and teaches Advanced French and French Pronunciation. Before coming to Australia, she received a PhD in Second Language Studies from Michigan State University and taught Methodology of Teaching Languages and Second Language Acquisition courses.

As a research in Second Language Acquisition and Lecturer in French Studies, how I teach language courses and the effect on students' improvements is tightly linked to my research agenda. This means I am constantly reflecting on and assessing the effectiveness of my teaching, and measuring students' progress, difficulties, and perception of a course to better respond to individual student needs and improve students' learning experiences.

Learning a foreign language is particularly challenging in the domain of pronunciation because it involves learning to produce (and perceive) sounds which are filtered through one's native language.

Upon my arrival at ANU in 2016, I created *The Sounds of French: Phonetics and Pronunciation* to help students improve their intelligibility and comprehensibility.

In this annual course, heavily influenced by my research expertise in *Applied Linguistics and Psycholinguistics*, I use innovative techniques to facilitate students' learning, provide personalised feedback, and cater to various learning styles by making pronunciation—something that is purely oral—"visible".

My research-informed practice relies on supplementing the aural/oral input with visual feedback, ranging from speech analysis software that display pitch, spectrograms, and waveforms, to ultrasound imaging technology that target challenging sounds. I put a strong emphasis on constantly searching for ways to accommodate all my students and enhancing language learning for all. I also encourage students to reflect on their learning experience in bi-weekly journals, which helps them become agents of their own learning by identifying some of their difficulties (i.e., awareness-raising), and helps me monitor their individual progress and provide individualised feedback.

"This is an extremely engaging and innovative course in its use of technology (the ultrasound!) and the foundation it gives in phonetics."

Student comment

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

(EARLY CAREER)

Ms Katerina Kormusheva

Research School of Management, ANU College of Business and Economics

Synopsis: Katerina innovatively implemented *Near-Peer Teaching* and created an authentic learning experience for students, inside and outside the classroom, deepening their passion for the Marketing discipline. Katerina won the Academy of Marketing Malcolm McDonald Essay Prize 2015 (first time awarded outside the UK) and Highly Commended Paper award at ANZMAC Doctoral Colloquium 2016.

The College of Business and Economics (CBE) is given just four years to turn eager students into 'leaders who transform societies.' When given the opportunity to teach in 2017, while being a PhD student in CBE, I challenged myself to improve students' skill development and work-related knowledge by applying *Situated Cognition* theory and *Near-Peer Teaching* (NPT) to design and deliver my courses.

As part of the constructivist school in pedagogy, situated learning claims that if knowledge is relevant, people can organise and retain it better. NPT advocates for close proximity which achieves cognitive and social congruence between learner and teacher. Drawing from my experience as a PhD student and my professional industry experience, I was able to bridge the gap between students and their future work.

Marketing is a practical field of study, so I was able to link my work to the classroom to deliver an authentic learning experience with enthusiasm and passion. Real-world problems were brought into the classroom, and the classroom went into the real world. An industry guest speaker presented to the students on each topic, with a Q&A session. In learning about the marketing of a raw resource, students travelled on a field trip to regional NSW. They met third-generation wool growers and attended their 22-year-old traditional festival and visited their farm. Addressing real world problems in an experience beyond the classroom engaged the students in learning authentic tasks within specific communities of practice, which helps them apply constructs and supports their professional growth.

"The classes were interactive, full of real-life examples, and had guest lecturers and field trips which supported practical learning. The assessments also gave us an opportunity for industry-specific work that would be helpful in future."

Student comment





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

Mr William Maish

ANU Medical School, ANU College of Health and Medicine

Synopsis: With an ineffably large study load, it can be difficult for medical students to find tailored educational resources that are both comprehensive and effective. With the guiding principles of active recall, metacognition, multi-sensory stimulation and rapid association, William converted dozens of textbooks and video resources into over 40,000 electronic flash cards that have been gifted to anatomy, biomedical and medical students around the world.

My first couple of years of teaching were horrible. I couldn't communicate much of the content students needed to learn; most students seemed uninterested... I just didn't know how to teach. After a while, I began to reflect on my time as a student and what made my best teachers stand out. Their passion was contagious. They captivate students and simplify content. They were inspiring and would catapult you through a world of seemingly endless knowledge. Their activities, games and seminars were catered to all learning types. I never felt left out. The common theme? These always stopped as class ended.

My best teachers were passionate, inspiring, inclusive, and encouraged self-reflection, but it stopped in the classroom. What could help students outside the classroom? As a student myself, I thought deeply about what I wanted as a student but was never given... A resource that inspired me to learn independently. Something that told me what and when to study... I set out making (>40,000) electronic flashcards for anatomy, medical science and clinical medicine.

Over several years, I accrued enough flashcards to provide a foundation understanding of these areas to my students and medical colleagues. The active recall forces students to reflect on whether they truly know the content or not, and also allows them to track their progress. This is inspiring to students, particularly when entering the clinical environment and a direct impact on patient care is seen.

These flashcards are now used by anatomy and medical students around the world. Whether they are in my classroom or not, the content I teach can be reinforced throughout the next day, week, month and year. Just a little each day!

It's been a long road, with much constructive feedback assisting in further developing and refining this resource. I've loved every moment and hope that it continues to provide free, bite-sized chunks of anatomy and medicine to students around the world. Perhaps more than that, I hope it encourages my students and colleagues to share their knowledge and collaborate to improve outcomes for the people most important to us - our patients.

“Not only is this resource digestible and accessible around the world, but it highlights what we need more of in medicine - putting aside the ego to help others thrive.”

Student comment

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

Dr Garth Pratten

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

Synopsis: Dr Garth Pratten is a military historian. Teaching at ANU is part of a career journey that has included working in public history and professional military education. As an educator he draws upon a range of techniques experienced throughout his career to entertain and enthuse and also to bring sophistication and nuance to the study of war and warfare, while never forgetting the essential humanity of the experience.

War is a socio-political phenomenon, a physical and psychological experience, and an intellectual activity. I have devoted my career in history to seeking to understand its causes, conduct and effects. In a crowded field dominated by popular narrative history, frequently peppered with clichés and half-truths, I strive to bring sophistication and nuance to the study of war and warfare, while never forgetting the essential humanity of the experience. Given many of my students aspire to careers in the defence and national security community I feel an added imperative to equip them with the knowledge, and skills, to function effectively in this environment. To do all of this is a challenge in the traditional classroom.

Exploring Operation Oboe exemplifies my efforts to inspire learning through multi-faceted content, expanding the boundaries of the teaching environment, and diversifying means of delivery and assessment. The course, centred on a field

study tour, examined the full continuum of a military campaign through an exploration of the Australian operations in Borneo in 1945. Borneo was an adventurous teaching environment where learning was experiential and participative. Students scrambled up jungle clad hills, searched out long over-grown battle sites and debated tactics and strategies. Ultimately, learning here, like the conduct of military operations, was an intellectual and physical experience. As one student wrote, I challenged them to 'appreciate the humanity of...[their]...subject'.

“The success of *Exploring Operation Oboe* is a testament to Garth as an educator. His willingness and capacity to herd a mob of variously over-caffeinated twenty-somethings around vast urban and tropical jungles and countless regional airport terminals was a superhuman feat of patience, preparation, and care. His teaching has inspired theses, career decisions, and friendships. His passion for his subject, dedication to his students, and genuine good nature has inspired an abiding loyalty and respect among those whom he has taught.”

Student comment



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

Dr Andrew Berry & Dr Caroline Eakin

Research School of Earth Sciences, ANU College of Science

Synopsis: EARTH: The Chemistry and Physics of our Planet, taught by Dr Andrew Berry and Dr Caroline Eakin, has the highest average Student Satisfaction score of all the 1st year courses offered by the College of Science (three year average of 98%). This has been achieved by an indoor/outdoor approach to teaching in which lectures, hands-on practicals, and outdoor exercises are integrated to build knowledge through context. The outdoor teaching is often described by students as the highlight of their semester.

Our teaching philosophy is to provide engaging lectures, in some cases using innovative technology, as the basis for active learning in practicals and assisted, interactive and independent learning in the field. A key feature of the course is the outdoor teaching on a five-day trip. The outdoor teaching accelerates and reinforces learning by placing the theory in a physical context that can be seen and touched.

Of particular importance to us is to convey our enthusiasm for the subject. If we can inspire students who have never been exposed to the Earth Sciences previously then we feel as if we have succeeded.

As advocates for our discipline we took time to reflect on what engaged and inspired us, during our own undergraduate days and we include both traditional methods and a technologically driven gamification approach to active student learning called 'Kahoots' in our teaching.

A key aspect of our approach is to provide personal attention to every student. We thus make it a priority to speak with every student every week during the practicals.

We aim to provide the "personal tutor" role that both of us experienced at universities overseas. If we can make a positive impression on their lives, whether it be through learning, advising, providing a role model, or simply making them aware that the university cares about them as individuals, then our efforts will have been worthwhile.

"The field trip really helped me apply my knowledge in a physical and practical context. Also taught me much more than I would ever learn during lectures and readings."

Student comment



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

Ms Sam Cheah

Research School of Electrical, Energy and Materials Engineering
ANU College of Engineering and Computer Science

Synopsis: Sam Cheah is passionate about education as an enabler for students of all backgrounds. She has tutored, taught, and convened a number of courses in the College of Engineering and Computer Science. Her aim as an educator is to equip students with the knowledge, skills, and motivation they need to succeed in their chosen paths. As an educator for early-year students, this often involves building aspiration and confidence as well as discipline-specific content and skill.

In my classrooms, I meet students who aren't sure they want to pursue engineering because they think it will not allow them to be creative or help people (it will). Some students are turned away by their perception of engineering as a never-ending set of difficult maths problems (it's not). Others struggle to relate their equation-heavy expectations to the open-ended problems they encounter in our project-based courses (wait... engineering has people in it?). I have had school students tell me in outreach workshops that engineering is "too hard" or "not a girl's thing".

Much of my teaching occurs at the transition from school to university, where students are making choices about their study and career. My aim as an educator is to equip all students with the knowledge, skills, and confidence they need to make an informed choice about their next step – and succeed in whatever that is.

In the courses I have tutored, taught, and convened, I have tried to:

- Provide diverse and relatable role models to my students, e.g. inviting a panel of recent graduates to discuss their experiences of engineering
- Build student confidence and skill in tackling ill-defined problems by challenging them with increasingly open ended projects in a variety of disciplines
- Create an inclusive learning space, e.g. keeping a rainbow sticker on my laptop, being open about my policies on extensions, explicitly getting students to think about diversity in their group work, and running inclusion training for tutors
- Provide opportunities for two way dialogue and shared goal setting between me and the students, using the course reps, mid-semester surveys, and in-class discussion

“[Sam] is able to inspire and instil confidence in our students in a way that few academics can [...] Ms Cheah has been instrumental in helping students (particularly female students) tackle stereotypes around Engineering and their suitability for a career in Engineering, providing them with the confidence and conviction to embark on a successful career in this field.”

Colleague comment



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

Associate Professor Lin Cui

Research School of Management, ANU College of Business and Economics

Synopsis: Lin Cui has been actively engaged in research supervision and successfully nurtured a dozen of research students over the past decade. He applies the key premises of the absorptive capacity framework to promote students' learning progress and adjust his role in supporting the students as they evolve through the knowledge acquisition, assimilation, transformation, and exploitation stages of their learning journey.

To advance students as ethical, knowledgeable, independent, and innovative researchers, I constantly adjust my role through their learning journey as they progress along the knowledge acquisition, assimilation, transformation, and exploitation stages.

These stages are underlined by sequential processes through which knowledge seekers make creative and generative use of external knowledge.

I use this four-stage framework to identify the key challenges research students face in relation to each of the learning sub-processes; and in doing so, I adjust my role as a research supervisor to provide them with the most effective type of support. This subsequently develops their research resources, capabilities, and confidence. As the identity and maturity of research students evolve, my supervisory role also needs to evolve.

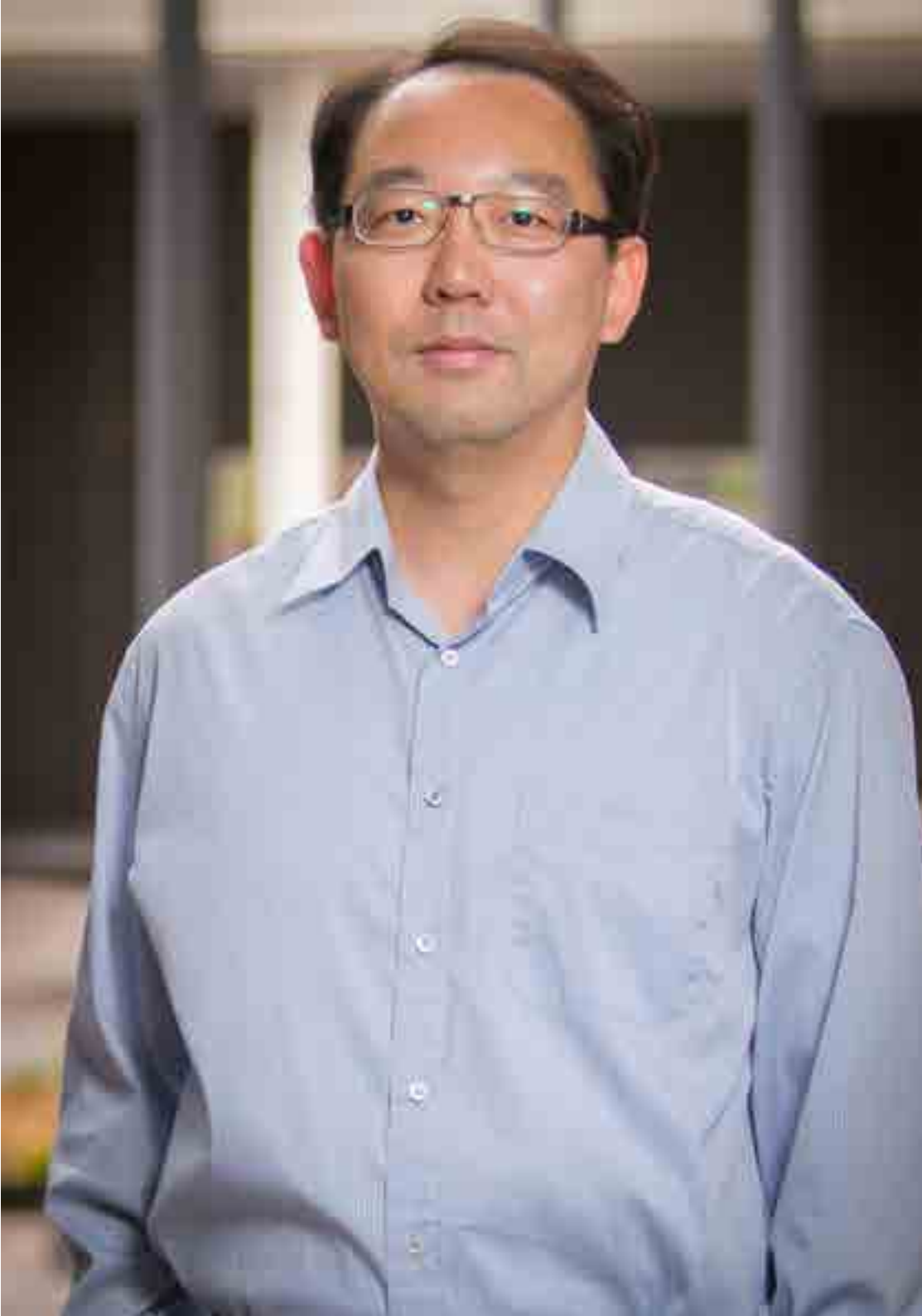
I believe setting a research topic is a critical stage where intensive hands-on guidance from supervisor is needed. As an intellectual caretaker, my role is not to overly criticise students' initial ideas, but to mould rough ideas into clear and feasible research questions.

To do so without taking over the process from students, I maintain frequent and constructive discussion with students tailored to their individual personality and specifics of their research areas.

Managing students' progress is not simply about getting them through various milestones, but more about transferring best practice of research to the students during the process. Balancing novelty and rigor is probably the most challenging and important task when supervising students in the execution stage of their study.

“My initial, rough ideas were deliberately nurtured and polished through intensive interactions with Lin. He has always provided sufficient time to sit with me and discuss a clear research plan as well as expected outputs for each semester including the plan to advance my data analysis skills necessary to current research projects.”

PhD student comment





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

Associate Professor Meg Keen

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

Synopsis: Associate Professor Meg Keen is a senior policy fellow in the Department of Pacific Affairs (DPA) and teaches a wide range of courses from undergraduate to professional. Her teaching goal is to inspire students to reflect on theory, knowledge and practice, and to apply learning to bring about positive change. She is the recipient of the 2018 CAP Citation for Outstanding Contribution to Student Learning.

When students drive their own learning process, it is deep and meaningful. Whether I am teaching to senior executives at the National Security College or undergraduate students on a field trip to Fiji, my approach is based on reflective learning cycles that encourage students to critically analyse policy and practice, and act on the knowledge gained. For example, following on from the Fiji field course, three students are creating their own initiative to set-up an ANU-USP Student Digital Discussion to give youth a voice on regional policy-making issues via opinion pieces and podcasts. Another of my students won a place as a youth ambassador, acting on his desire to make a difference.

The field course *Study Tour: Regional Policymaking for Pacific Development*, funded under the DFAT New Colombo Plan, seeks to lift knowledge of the Indo-Pacific and, 'be transformational, deepening Australia's relationships in the region.' Having taught geography for many years, I note that what students remember most (sometimes after 20 years) are the field trips, that is experiential learning.

The Fiji field course gives students the opportunity to work with fellow students at the University of the South Pacific, to interact with regional experts, and to engage in role plays developed with the peak regional agency. My teaching across professional courses incorporates scenarios, shared experiences and real-world examples which draw on my diverse career that has spanned: Pacific Studies academic, consultant, regional policymaker, regional political analyst, and manager with the Regional Assistance Mission to the Solomon Islands. My aim is to bring a sense of the region and its context into the classroom, even when students can't go into the region.

In my professional workshops, I encourage participants to analyse case studies and take their learning and apply it, as evidenced by the series of DPA policy briefs by workshop participants reflecting on practice. In my guest lectures, I bring high-level employability skills to ANU teaching, that is a capacity to communicate, work in teams, innovate and engage in continuous learning; I strive for teaching excellence and impact.

"She took the time to understand where I wanted my degree to take me, and she shared with me her personal and professional insights, and provided academic opportunities, discussions and learnings to help me get there."

Student comment

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

Dr Sutarsa I Nyoman

ANU Medical School, ANU College of Health and Medicine

Synopsis: Drawing from his diverse experiences as a clinician, public health practitioner, researcher and policy analyst, Dr Sutarsa I Nyoman offers a contextual teaching approach to expose health science students to the complexities of health problems. His effective use of case studies, movie/documentary clips, debate simulation, and board games creates contextualised learning which fosters students' engagement and reinforces independent learning.

Reflecting on the constructivist approach to teaching and learning, I believe that implementation of contextual teaching and learning (CTL) can foster effective learning environments.

I believe that the introduction of CTL can also foster students' comprehension, by presenting information using real-life examples to facilitate the construction of meaning based on the provided case studies.

I combine various learning modalities to motivate and assist students in achieving the desired objective of the course. For example, to foster students' comprehension on social determinants of health, I combine case studies and a board game development method where a group of students must draw on concepts from the syllabus and put these into a fun game.

Furthermore, to expose students to health systems and policies, I combine debate simulation methods with documentary film analysis to facilitate understanding of how health policies are formulated and implemented.

This approach fosters critical thinking skills, provokes effective communication skills and creates a safe space for students to discuss contemporary issues. These approaches enhance my teaching outcomes and improve students' engagement and ability to absorb complex issues by making it relevant to their daily activities. This is a perfect platform to reiterate complex concepts by allowing students to discuss them in the small groups, integrating creativity and knowledge.

“Sutarsa is fantastic at introducing new angles of discussion while staying within the scope of the case...his teaching contributions are contextualised placing information we are mastering in a broader real-world setting.”

Graduate student comment



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

Mr Cameron Roles

School of Law, ANU College of Law

Synopsis: Cameron Roles uses innovative teaching techniques, and adopts a 'less is more' approach to his teaching. Through this approach he aims to promote deep engagement with selected materials and topics, rather than aiming for breadth of knowledge. Cameron also tries to bring the law to life, and ensures that students have opportunities to refine their skills to best prepare them for assessment.

I work to bring the law to life, and use innovative teaching methods to maximise the engagement of my students. This is complemented by a supported learning style, underpinned by a 'less is more' approach to influence student learning.

I try to motivate and inspire my students by bringing the law to life. In class I use media clippings and news stories to make the law relatable for students.

I support student learning through a supported learning style and a 'less is more' approach. I ensure that I re-cap previous work at the commencement of a class, and wrap up at the conclusion. I align lectures and tutorials so that content is taught in lectures and revised in tutorials. In some of my courses I give students an opportunity to submit a practice piece of formative assessment, so they can be confident going into the exam.

I support my students by respecting them as individuals. To confirm whether my teaching is resonating with students, I seek regular feedback from the student cohort. I also try to inspire and motivate my students

by building a relationship with them which respects them as individuals. I often invite students to come and see me when they are struggling with content. I also regularly volunteer to present seminars at the residential colleges on exam technique, essay writing and legal problem solving to help new students adjust to law studies.

I adopt a 'less is more' approach to my teaching, taking students deeper into selected topics rather than aiming for breadth of learning. This helps students to focus, and not be overwhelmed by the volume of material.

“As a new teacher, I benefited enormously from Cameron’s advice and guidance on teaching, assessment, and course design and administration, and I have adopted many of his practices. No matter how busy he is, Cameron always makes time to help his students and colleagues flourish and excel as learners and teachers.”

Comment from colleague





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

Ms Katie Cox

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

Synopsis: Katie Cox has tutored in Literature at the ANU School of Literature, Languages and Linguistics since 2016. Katie's teaching is future-oriented; empowering students to see themselves as part of the global knowledge community, question established paradigms, and pursue self-directed, critical inquiry throughout their lives. She was highly commended for Excellence in Tutoring and Demonstrating in the 2018 CASS Teaching Awards.

When English literature students come to class, most of them are already avid readers; as a result, my teaching is designed to help students critically evaluate the way that they read, and to show them how to use literature as a lens to analyse the world around them.

I teach holistically, inviting students to draw on the other disciplines that they study, and to evaluate the relationship between literature and the wider world. This motivates students to think critically and evaluate scholarly paradigms beyond the immediate context of the course, and also helps me to identify the needs and goals of individual students. I find that students are frequently unable to articulate their motivations for taking a course, but this approach inspires all students – from literature majors to science students taking an elective – to think creatively about their own learning and future potential.

Finally, my teaching is reflective, open, and honest. As an undergraduate, I remember feeling confused by teaching practices that I did not understand. I now discuss my teaching strategies with students so they understand how tasks and activities will help them to learn. I also teach reflective practices throughout the course; at the beginning of each tutorial, I have students write short minute papers to assess their understanding of the week's material and to reflect on their learning progress. This helpsthem to develop lifelong, self-directed learning strategies.

Ultimately, my aim is to encourage students to take command of their own learning and become innovative thinkers.

“In the discussions I've had with students, they have been uniformly positive about Katie's teaching, praising her knowledge of the material, her capacity to stimulate focussed class discussion, and her responsiveness to students. Katie's initiative, enthusiasm, willingness to experiment, and capacity to stimulate and motivate students have been exemplary.”

Course convener comment

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

Mr Max Fedoseev

School of Philosophy, ANU College of Arts and Social Sciences

Synopsis: Max Fedoseev is a PhD student and tutor at the School of Philosophy. He stimulates student engagement with the difficult abstract material characteristic of his field by helping students relate it to real-world problems. His discussion facilitation strategy and tutorial activities achieve high student participation and lead students to actively internalise theoretical material by applying it to relatable real-life cases.

I design tutorials to help students internalise course material in an active way conducive to deep learning. Often, I prepare interactive activities: sometimes games, other times real-life moral or political cases to analyse. These activities are designed to make students engage with relevant theoretical content in small groups.

For example, for a tutorial on distributive justice I designed the following game. Each student rolled a dice and got a corresponding number of Skittles candies. I then invited them to discuss, in small groups, whether the distribution of candy in the room was just. As predicted, opinions diverged. Some students thought the distribution was just, as everyone had been given the same chance through the same procedure. Others thought that justice required that certain outcomes must obtain, regardless of the procedure. The students thus arrived at a crucial theoretical distinction I had aimed to illuminate, that between the procedural approach to justice and the approach that aims to realise a desired pattern of distribution. The discussion then smoothly transitioned into

critically evaluating philosophical theories exemplifying these different approaches, and everyone was able to participate. Classes designed in this way create an engaging discursive environment conducive to deep learning.

In running tutorial activities, I use a discussion facilitation strategy I call Structured Improvisation. For each class, I make a conceptual map of relevant theoretical content. In class, I prompt students to reflect on the tutorial activity, discuss it in small groups, and develop their ideas, using points introduced by students as anchors for generating further discussion. Relying on my theory map, I steer the discussion to help students make relevant connections to theory. This activity is an improvisation on my part because it is student-led; I don't know in advance exactly how we will engage with theory. Unbeknownst to students, however, the activity is structured by my theory map: my prompts lead them to relate the discussion to the targeted theoretical content. Being student-led, this strategy personally involves students in learning, making them actively draw connections between ideas; the knowledge is internalised as 'their own', not just something they read or heard about.

“He made the tutes engaging ... and prompted the students perfectly; I really liked the discursive environment that was created.”

Student comment





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

Mr Eamonn McNamara

School of History, ANU College of Arts and Social Sciences

Synopsis: Eamonn McNamara is a tutor in the ANU School of History. Eamonn exemplifies the university's commitment to research-led teaching by collaborating with students on their research and developing his own teaching resources and methods. He has achieved outstanding student feedback and is committed to ensuring that students become independent learners through inclusive and engaging tutorials, alongside constructive formative feedback. He received the 2018 CASS Tutoring and Demonstrating Award.

I have developed my own variation of the 'Academic Controversy Technique' which allows students to express their views on a controversial subject anonymously, while encouraging discussions of the moral implications of these ideas. In *Terror to Terrorism*, each class is polled anonymously with the question "is violence against the state ever justified?" and these answers are used to interrogate the fundamental moral questions posed throughout the semester, which allows for fantastic starting points for discussion.

I have also created my own essay writing template which is constructively aligned with the marking rubrics used in the School of History, revolving around assessing argument, analysis and content and the History learning outcomes of identifying sources, evaluating historical ideas and communicating in essay form.

With the aid of resources such as this template, students come out of tutorials a step closer to becoming historians, with the inquisitiveness, critical thinking and independent research skills that are required of our ancient discipline.

I have completed the Centre for Higher Education Learning and Teaching (CHELT) Tutoring and Demonstrating course and was admitted as an Associate Fellow of the Higher Education Academy (HEA) in 2018. I have applied this mentoring and educational development with fantastic results, offering students more formative feedback and creating materials that constructively align with the School of History learning outcomes to foster their independent learning. While challenging students to defend their arguments, I ensure that everyone can speak without being interrupted, creating an inclusive environment for academic discourse which covers the key content and issues of the course analytically.

"I hope Eamonn continues to tutor, and share his ideas and infectious enthusiasm with more students, because he's been absolutely incredible ... he should keep doing exactly what he's doing, because no one has ever made a tutorial so fun and informative and comfortable before!"

Student comment

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

Mr Augustus Panton

Research School of Economics, ANU College of Business and Economics

Synopsis: Augustus Panton tutors undergraduate and postgraduate economics courses. Utilising his diverse expertise from his professional experience and ongoing PhD research, Augustus applies research-led teaching and the case-based learning method, with a focus on student engagement and intellectual stimulation and creativity at the heart of the teaching process.

By creating a classroom environment in which theory and real-world problems are interfaced, my teaching approach is focused on promoting deep and applied understanding of economics. Students are inspired to master the materials and how the contents relate to real problems in society, rather than memorising solutions. In my teaching, complex theoretical concepts are explained and analysed by framing the discussions around contemporary real-world issues or academic debates. The overall goal is to deepen students' understanding of the key concepts and the limitations of macroeconomic models when applied to real-world problems.

With active participation and student engagement at the heart of my teaching, the classroom is governed by a simple ground rule: 'there is no such thing as a silly question or answer'. This creates a friendly learning environment for peer learning and intellectual exchange of ideas. The students are not just mere recipients of knowledge, but are intellectually challenged to develop critical thinking skills.

Aimed at exploiting the diversity among students, a range of learning tools are applied in my teaching, including short review quizzes, short videos and news commentaries by leading experts. Over time, I have incorporated several technology platforms into my teaching, including the web-based platform 'Socrative'. In addition to the use of diverse learning tools, I promote deep learning and intellectual curiosity by providing timely and sufficient feedback on all assessable work, followed by one-on-one discussions with students to further explain the feedback.

An important aspect of my engagement with students is that the focus is on where improvements can be made. Another critical part of the feedback process is the reassessment of how well students are keeping up with their own expectations. To facilitate this process, short learning experience surveys are conducted every three weeks to understand where improvements can be made, and most importantly, whether students' own targeted learning outcomes are being achieved.

"His classes are lively, students clearly are hungry for more, challenging each other as well as Augustus. The degree of engagement Augustus is able to tease out of his students is testimony to his dedication and assiduousness directed at his students..."

Colleague comment



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

Ms Yunxi (Lucy) Hu

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

Synopsis: Lucy Hu is an Associate Lecturer at the Research School of Finance, Actuarial Studies and Statistics, and a PhD candidate. She has taught a number of undergraduates and postgraduates and uses her up-to-date knowledge to deliver innovative and interactive tutorials. Her teaching philosophy involves using a holistic learning approach to help students construct a critical thinking framework to analyse real cases. Lucy won the 2018 CBE Award for Excellence in Tutoring or Demonstrating.

When tutoring, I help students learn effectively through innovative teaching methods. I shift the 'holistic thinking' concept from Enterprise Risk Management to my teaching philosophy, helping students establish a holistic framework. I prepare a clear overview of course content at the beginning of tutorials, which correlates tutorial questions with relevant concepts, and demonstrates the logic flow of questions holistically. To facilitate such a holistic view, I apply different teaching styles to undergraduates and postgraduates. For undergraduates, I show them multiple key points, which will be further extended with support of relevant tutorial questions. For postgraduates, I invoke an interactive discussion to encourage students to build a holistic view by themselves.

I see the delivery of tutorial content as akin to growing a tree. For undergraduates, I teach them to plant the trunk (review course content to build a holistic view), extend stems (enumerate key points from

tutorials and relevant lectures) and inspire them to take care of leaves (solve tutorial questions in detail). For postgraduates, I help them plant the trunk (build a holistic view), show them how to prune stems (give high-level instructions to formulate key points) and expect them to grow leaves by proper cultivation (demonstrate logic to questions). When guiding postgraduates, my strategy is to keep asking questions with leads. Some questions will reveal leads to the next steps, while others are used to inspire imagination. In designing tutorial questions, I pay attention to practical life situations. Students are encouraged to apply knowledge to real-life scenarios and make connections across multiple disciplines. I create a case study to help explain the difficult concepts. For example, I experienced an extreme outdoor activity that travelled along a 'zipline' from tree to tree, high off the ground in the jungle. I discovered multiple risks during the trip, which inspired me to transform this experience into a risk analysis case study.

“Lucy’s tutorials inspired me to continue studying data analysis in my current postgraduate studies. The analysis techniques taught had been one of my core competitive skills that enabled me to find an actuarial internship.”

Student comment



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

Dr Umut Ozguc

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

Synopsis: Dr Umut Ozguc tutors and lectures in International Relations, security studies and politics. She has taught introductory and upper-level courses at Coral Bell School, the College of Asia and the Pacific (CAP). Her ambition is to ignite students' curiosity and creativity in the subject area, and her approach to teaching is driven by 'empathic listening'. Umut encourages collaborative learning in her classes, allowing students to develop their independent views and to find their creative and 'critical spirits'. Her approach to teaching is inclusive; she makes all voices visible in the class. Umut is also one of the mentors in the CAP/CASS mentoring program.

My teaching philosophy is guided by student-oriented teaching strategies. Critical thinking is embedded in the way I convene tutorials, which are based on discussions and collaborative learning.

My tutorials are centred on focused and exploratory questions enabling students to review their own and others' ideas on the topics we investigate. My aim is to confuse students. Confusion does not refer to lack of clarity. Rather, it means exposing them to multiple competing perspectives over the topics and the political underpinnings of these differing perspectives. I always tell my students that confusion is the first step in knowledge; it helps them not to reach quick conclusions on the questions we discuss throughout the course. I do not provide students with direct answers or reveal my personal views until the end

of tutorials. Rather, I stimulate questions during the tutorials to induce students' cognitive process.

My teaching method involves continuous interaction. This method allows students to exchange ideas and viewpoints, problematise certain perspectives in the literature, and explore the application of ideas in real life settings. Creating inclusive and safe learning spaces is also one of my priorities in tutorials. Tutorials are wonderful settings for teachers to observe students as individuals and to understand the differences in their learning styles. I take pride in being a teacher who acknowledges that students all come from different backgrounds and need different forms of support.

Over the years, I have learnt so much from students' lived experiences. I believe, what makes us great educators and scholars is our commitment to make a difference in students' learning journeys, and this begins with empathic listening that hears students' needs, expectations and disappointments.

“Umut was exemplary at creating discussion. Particularly in a first-year course (I am second year), it is impressive that she managed to get majority of the tutorial talking every week. Umut was great at playing devils advocate, and getting students to not just put their argument forward, but to explain their position as well...”

Student comment



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

Ms Erin Parker

Research School of Psychology, ANU College of Health and Medicine

Synopsis: Erin Parker takes a holistic approach to teaching that recognises the importance of the learning environment for student outcomes. She is committed to creating a positive culture in education that is less achievement-oriented, and more focussed on deep-learning and student wellbeing. Erin is passionate about excellence in education, and is regarded by her students as a highly competent, kind, and engaging teacher, who is genuinely interested in their learning.

Concurrent with beginning my teaching career, I also began my training as a clinical psychologist. I see the skills of a therapist as being directly transferable to teaching.

I am a strong advocate of person-centred education, which proposes that optimal learning is facilitated through a positive relationship between students and their teacher. This approach stems from the work of Carl Rogers, famous as a pioneer of psychotherapy, who argued that empathy, genuineness, and acceptance are fundamental requirements of an effective teacher in the same way they are of an effective therapist.

In the classroom, I apply these principles to create an environment where students feel included, accepted, and excited to learn. Positive relationships with my students grant me the permission to challenge them to think deeper, using Socratic questioning to help them explore their own thinking, challenge assumptions, and discover alternate perspectives.

Seeing students develop their own ideas through these discussions is, for me, one of the most rewarding aspects of teaching.

In line with this approach, I also have a strong focus on pastoral care. I present myself as approachable, non-judgemental, and available to provide support for difficulties students may be experiencing. I take an active approach to supporting the wellbeing of my students and reach out when I notice changes, such as in participation or academic performance, which may indicate they are experiencing difficulties.

“Erin never forced people to answer questions but her open nature made people feel like they could share if they wanted. [She] created a really safe space for students in her classes and stayed back at the end of every class in case students needed to speak to her.”

Student comment



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

Mr William Scates Frances

School of History, ANU College of Arts and Social Sciences

Synopsis: William Scates Frances uses role plays, debates, props and skills workshops to establish a high energy environment in his tutorials, ensuring students engage enthusiastically with course content.

His *Minimanual of the Essay Writer* has facilitated student learning not just in CASS but beyond, to local and international learning institutions. He won the 2018 CASS Award for Excellence in Tutoring.

At the heart of my teaching is the conviction that tutorials are important, not just for skills development, not just for a future career, but for a student's understanding of themselves and the world they live in. Tutorials should inspire, they should provoke, they should lead students to say: *'mind... blown.'*

In my time teaching in the School of History I've sought and achieved such responses, to my great joy. I've accomplished this through historical role plays that entertain and challenge, through skills workshops built on empathy as well as experience, and through small group teaching built on a love for the subject as much as a knowledge of it.

I believe my *Minimanual of the Essay Writer* has been adopted by Universities and Secondary Schools, undergraduates and graduates because it was made through my connection with my students.

As a practical guide to essay writing it works because it anticipates student questions – asked and unasked – and offers the essay as a form, not only of assessment, but of deep and productive thought.

In a decade or two my students will likely have forgotten many of the dates and details that litter their notes, but the thinking that they do in tutorials will have a long legacy. This thinking in concert: a collective effort in a welcoming environment, is what led me to become a tutor, and continues to teach me now. My approach to teaching and learning is to always keep that in sight.

“Will’s classes foster inclusive, open debates; they test ideas, adapting strategies to ensure all students find a place in discussion; they address one of the most enduring challenges in undergraduate teaching: [engaging] in meaningful group work that builds balanced relationships within the class.”

Course convenor comment



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