



Australian
National
University



RECOGNISING EXCELLENCE

CANDIDATES FOR THE VICE-CHANCELLOR'S
AWARDS FOR EXCELLENCE IN EDUCATION

2012

Centre for Higher Education,
Learning & Teaching

Recognising Excellence

Candidates for

**Vice-Chancellor's Awards for Excellence in
Education 2012**





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Centre for Higher Education,
Learning & Teaching

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VICE-CHANCELLOR'S AWARDS FOR EXCELLENCE IN EDUCATION 2012



There are many gifted and inspirational teachers at the ANU and as a community we should both celebrate their achievement and seek to understand why they are effective teachers.

There are many different approaches to teaching and philosophies of teaching. There is no single 'right' approach and much depends on the context in which the teaching and learning takes place. However, there are a small number of shared characteristics which great teachers seem to share.

Firstly, they are fascinated by and passionate about their discipline, have a deep knowledge and understanding of it and engage enthusiastically with scholarly discussion about their discipline. Secondly, they are able to communicate this knowledge and passion for the discipline to their students; and thirdly, they are able to make the discipline interesting to students, so that students have a sense of the value and importance of the discipline. Good teachers are, I believe, generous by nature. They feel a desire to open up their field of expertise to new generations of students so that their discipline will be sustainable.

The Vice-Chancellor's Awards for Excellence in Education have been running for more than 20 years and demonstrate the importance that we at the ANU place on the quality of teaching, on innovation and on developing our education programs.

The teachers featured in this booklet have generously agreed to share their insights on teaching with their colleagues. I am grateful to them for this, and for offering us this opportunity to reflect on how we can enhance teaching practice and student learning.

Professor Elizabeth Deane

Pro Vice-Chancellor (Learning, Teaching & Students)
Director, Centre for Higher Education, Learning & Teaching

Vice-Chancellor's Awards for Excellence in Education

CANDIDATES FOR AWARD FOR TEACHING EXCELLENCE

Dr Merridee Bailey	School of History, CASS
Dr Andrew Bradly	Research School of Management, CBE
Mr Jozef Drienko	School of Finance, Actuarial Studies & Applied Statistics, CBE
Dr Salman Durrani	Research School of Engineering, CECS
Dr Mark Ellison	Research School of Chemistry, CPMS
Dr Elisabeth Findlay	School of Cultural Enquiry, CASS
Prof Kerry Jacobs	School of Accounting & Business Information Systems, CBE
Dr Yuki Itani-Adams	School of Culture, History & Languages, CAP
Mr Christopher Nailer	Research School of Management, CBE
Prof Michael Platow	School of Health & Psychological Sciences, CPMS



CANDIDATE FOR AWARD FOR TEACHING EXCELLENCE



Dr Merridee Bailey
School of History, CASS

Synopsis

Dr Merridee Bailey is a tutor and lecturer in the School of History, Research School of Social Sciences at the ANU. She tutors and teaches in early modern European history and historical methodology. She sees history, particularly medieval and early modern history, as a privilege both to teach and to learn, a sentiment she encourages students to develop in their own right. To this end she fosters in her students a desire to learn about history and place it into their own personal contexts and world views, with students commenting that they began to perceive 'the dynamic nature of the study of history – something I had never previously been aware of.' Her commitment to helping

students understand the complexity and intrinsic fascination the past holds sees her combine traditional and innovative activities in teaching, with students reporting this approach to history to be 'engrossing', 'stimulating', and 'motivating'. Much of what she teaches applies to her own research into ways of breaking down the artificial periodization of history.

Approach to teaching and supporting student learning

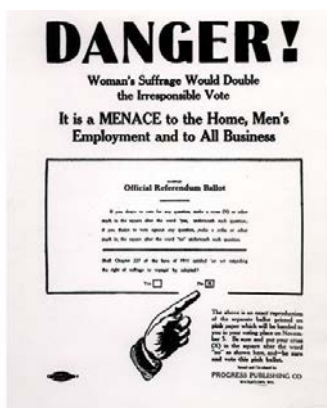
Just as learning history at a university level is new to many of my students, so too has teaching been new to me. As a new teacher I am able to consider the perspectives of students in ways experienced teachers may have forgotten after years of successful teaching, perspectives such as: what does history mean to people; why is it important; why should it be valued in a society which is so taken with the newest and latest trends? These are questions that students often have circulating in their minds when they study history for the first time at university. The value of history lies partly in how we communicate its importance, richness, diversity and intrinsic fascination to students who are majoring in other programs. This shouldn't be seen as a barrier to inspiring students to appreciate history, but rather, celebrated as a way of arriving at an understanding of the past that applauds multiple viewpoints and perspectives and takes different disciplines into consideration. This is certainly a view I've taken, and encouraged my first and later year students to take.

I believe it is essential to support all students to participate in their own learning and in the learning of their peers through activities in seminars and tutorials which encourage them to realise that university learning is about experimenting with styles, approaches and meanings. Equally, the curiosity of

first-year students can be stimulated by visual and oral approaches to teaching. During a debate on women's suffrage I brought in copies of pro and anti-suffrage posters to create an atmosphere that replicated the debates of the day. Being able to inspire first-year students through an informal and relaxed, but engaging, teaching method establishes a firm interest in life-long learning.

'Merridee has displayed all the qualities that I regard as crucial for being an excellent teacher – she is genuinely convinced of the significance of the work of historians and thus an inspiring example for aspiring students, she is determined and capable of sharing her skills, experiences and knowledge with her students, and she possesses the necessary interpersonal skills to make learning with her and being taught by her a pleasure.'

Student, Researching & Writing History



CANDIDATE FOR AWARD FOR TEACHING EXCELLENCE



Dr Andrew Bradly
Research School of Management, CBE

Synopsis

Dr Andrew Bradly is a lecturer in the Research School of Management in the College of Business and Economics and a graduate of the ANU. He brings to his students more than 15 years experience of teaching in higher education and over 15 years of professional experience in the private and public sectors. Passion for student learning and industry relevance are hallmarks of his teaching philosophy.

He has previously held academic positions at the Australian International Hotel School and the Higher Colleges of Technology (UAE), as well as adjunct lecturer positions at Charles Sturt University and the University of Canberra. His teaching experience also includes developing and delivering courses in the United Arab Emirates, China and Singapore.

Andrew has taught Australian and international students at undergraduate and postgraduate levels across diverse subject areas including economics, business strategy, international business, management theory, human resource management, and leadership.

He is highly experienced in a range of course delivery modes including lectures, tutorials, workshops, web-based course

delivery, video-conferencing, and block session teaching.

Approach to teaching and supporting student learning

My educational philosophy is strongly characterised by integrating theory with an applied approach to management and international business education.

As a lecturer, I have three overarching goals with respect to teaching and student learning. Firstly, I want to engage with my students by showing interest in their learning journey and aspirations as individuals. Secondly, I want to inspire in students an interest in the areas of business and management so they become committed to deepening their own knowledge and skills. Finally, I want to challenge student perceptions and ideas to develop their critical thinking and analytical skills. My teaching emphasises that good management practice matters – to individuals, their organisations, and their nations.

My personal approach is as much about how I teach as what I teach. That is, by combining my professional experience, my research, and subject knowledge with a range of communication tools I work hard to achieve my objectives for student learning. From the first day of classes I teach with enthusiasm and passion to engage student interest and convey the course's relevance and importance.

My teaching goals are achieved when my students have not only demonstrated competence in the subject area but have become enthusiastic to learn beyond the boundaries of the course. As a lecturer I am keenly aware of the great responsibility that teaching encompasses, firstly to students who invest their time, money and energy, and secondly to the professions that I represent. For these reasons I find it immensely rewarding when I see my

students succeed academically and after graduation in their professional lives.

'Andrew Bradly is an amazing lecturer. His teaching style was perfectly suited to the course ie he was energising, shared interesting research materials, led great discussions and enabled us to do some deep reflections. I personally felt Andrew Bradly had a very positive impact in my life. What he has taught and the knowledge shared will really make a positive difference in my life, personal and professional.'

MGMT7153, Semester 1, 2010

CANDIDATE FOR AWARD FOR TEACHING EXCELLENCE



Dr Adam Butt

School of Finance, Actuarial Studies
and Applied Statistics, CBE

Synopsis

Adam Butt teaches in actuarial studies, a discipline with unique educational constraints and challenges. He has been teaching at ANU since 2005 and has taught a variety of undergraduate and postgraduate courses.

His primary focus in teaching is designing learning and assessment activities that engage students, which leads to students' achieving learning outcomes through their active participation in these activities. This is demonstrated via student feedback suggesting deep learning that students expect to use in their actuarial career.

Adam uses the classroom as a collaborative environment, where instead of students being recipients of information, they are participants in their learning.

He achieves this through encouraging students to read introductory material before class and then using class to elaborate on the material through activities.

Adam has a desire to continue to develop his teaching skills and to be seen as a thought leader in actuarial education, which is evidenced by

his enrolment in a Master of Higher Education and his presentation on education issues at actuarial conferences.

Approach to teaching and supporting student learning

My ultimate goal of teaching is to see learning outcomes achieved in as many students as possible.

My primary philosophy on teaching is to focus on what the student "does" as I believe that learning outcomes are best achieved by students actively engaging in my courses.

As much as possible I use class times to allow students to solve problems, getting feedback from myself and their colleagues. Other means through which I attempt to achieve my teaching goals are:

> Enthusiasm:

A sample of student feedback that is a testament to this is "He teaches with patience and enthusiasm".

> Context and practicality:

Grounding all complex technical actuarial material in context provides a form of motivation for students. They can see where their hard work will be useful outside of the classroom.

> Assessment:

Summative assessment will always be a primary motivator for many students. Instead of seeing this as a negative I use this as an opportunity to design authentic tasks that students can see the benefit of undertaking outside of the assessment context.

I also strongly believe that assessment should give students the opportunity to demonstrate what they have learned during the course – students should not be "surprised" by assessment.

> Communication and feedback:

I do not see myself as a "gatekeeper"

but as a collaborator providing as much assistance as possible in the development of students' knowledge and understanding.

I do this by being as open to student participation and questions as possible and by providing students with opportunities to provide feedback at times other than at the end of the semester.

'The lecturer always encouraged students to raise questions both in class and discussion forum.... shows great concern for students.'

Student comment

CANDIDATE FOR AWARD FOR TEACHING EXCELLENCE



Mr Jozef Drienko

School of Finance, Actuarial Studies
and Applied Statistics, CBE

Synopsis

Jozef Drienko has been blessed with the opportunity of being able to teach finance and statistics within the College of Business and Economics for the past four years.

His teaching has focused on the small group environment which he views as an advantage as it enables him to personally discuss the subject matter with each student every week in an informal setting, thereby promoting an interactive atmosphere where students develop a passion for asking questions.

Jozef's teaching methods comprise approachability, which he creates through an open door policy, a healthy sense of humour, simplicity which is instilled through a bottom up approach to the course content and applicability that is achieved by referencing his industry experiences.

Moreover, his research in the area of asset pricing is directly relevant to the valuation curriculum he currently teaches, allowing the students access to recent developments in the academic literature as well as the trends currently under consideration in this field. Jozef is passionate about his teaching and hopes

to remain in academia for the rest of his life.

Approach to teaching and supporting student learning

I believe that making yourself approachable and friendly as a teacher is critical in motivating and inspiring students to learn. A sombre personality and a lack of flexibility do not provide for an effective learning environment.

Through experience, I have realised that a casual environment prompts my students to feel comfortable in asking any questions regardless of their difficulty or sophistication. It is important for my students not to feel ashamed or embarrassed to ask a 'simplistic' question or discuss a topic that is assumed as a prerequisite for the course.

If they have a problem with fundamental theories, these gaps need to be identified and addressed immediately so that we can proceed to consider the examinable course content with absolute clarity.

Positive recognition for this approach is reflected in students' comments, such as: "I really liked how he made the atmosphere of the class relaxed in a way that made me feel able to ask any silly questions I might have."

'I was very happy with his easygoing attitude and upfront nature.'

Student, Corporate Valuation, 2011

In addition to being approachable, I have discovered that laughter is a great way to avoid stale and boring classes while promoting student participation in a relaxed setting.

I laugh at myself when I make a mistake, especially when I write the incorrect number on the whiteboard, produce messy handwriting during the tute or use a computer that suddenly stops working.

This approach removes any unnecessary formalities and hesitation that students may feel towards a new teacher, motivating participation without exerting any mental pressure or force. Compared to my first attempts at teaching, adding this tactic to my style has done wonders for increasing student engagement.

'His teaching was of the highest quality, his subject knowledge of the highest degree and he was interesting and challenging and did the course justice...'

Student, Corporate Valuation, 2011

'He made the subject interesting by using real world examples, including how they link to tutorial questions.'

Student, Financial Instruments and Risk Management, 2009

CANDIDATE FOR AWARD FOR TEACHING EXCELLENCE



Dr Salman Durrani

Research School of Engineering, CECS

Synopsis

Dr. Salman Durrani is passionately committed to enabling students to think like experts in the field of electronic engineering. By employing live in-class demonstrations using industry leading simulation tools, and relevant mobile phone applications, he helps to make the unseen workings and processes of the mind of an expert both visible and comprehensible to his students.

Concomitantly, he strives to foster independent learning and critical thinking on the part of his students by using open ended question-answer sessions, which provide a research-oriented framework for discussion during lectures. He encourages his students to apply their knowledge to real-world problems in hardware labs and projects.

His course learning outcomes reinforce the importance of his central goal (i.e., teaching students to think like experts) and also explicitly align with Engineers Australia's competency standards for a professional engineer.

Dr Durrani has been researching and teaching in the field of electronic engineering for eight years. His teaching has already earned him several prizes and awards.

He is currently a Senior Lecturer in the Research School of Engineering in the College of Computer Science and Engineering at the ANU.

Approach to teaching and supporting student learning

My approach to teaching and learning is focused on making maths and equations a fun, exciting and real-world-relevant experience for the students, thereby dispelling the common stereotypes about maths being 'too hard'. Fear is an impediment to learning; once removed, the educational process becomes vastly more effective.

My aim is to ensure that students learn to think like experts in the field of electronic engineering. To achieve that end, I clearly communicate to my students the hidden mind processes that our minds automatically go through as experts when solving a problem.

The overall effect of my approach, therefore, is to ease students through and beyond their fear and dislike of maths and equations and to enable them to relate the abstract mathematical concepts to real-world systems. As a result, my courses are very popular among engineering students.

My approach to the educational processes that take place outside the classroom is designed to further support and reinforce the main goal of teaching students to think like experts. I am always available to my students, both in person and through Wattle discussion forums.

I believe in having passion for all aspects of electronic engineering education, be it teaching, research or outreach activities like Archimedes day, on which I make use of educational games to involve students into learning.

Furthermore, to ensure constant improvement in my teaching practices, I regularly employ self-assessment

techniques inspired by engineering practices such as course entry and exit surveys (modelled on the pre and post hypothesis testing procedure), and a teaching journal (modelled on the classic practice of keeping lab journals).

'I liked how the research-led education approach gave us a context for why we were learning the things we did.'

Student ENGN3226, 2009

'Salman has a natural ability to make difficult topics easy to understand.'

Student, ENGN2218, 2011

CANDIDATE FOR AWARD FOR TEACHING EXCELLENCE



Dr Mark Ellison

Research School of Chemistry, CPMS

Synopsis

Over many years, Dr Mark Ellison has demonstrated a very high level of commitment to education in chemistry and the broader area of science.

Dr Ellison is currently the First-Year Chemistry Coordinator and has taught chemistry at the Australian National University since 2005. He teaches in the large first-year courses, Chemistry 1 and Chemistry 2 as well as in some second-year and third-year courses. He uses multiple learning modes such as lectures, laboratory classes, small group tutorials, peer mentoring, DVDs and music, to give students a holistic view of first-year chemistry.

During his time at the ANU he has shown a strong commitment to outreach through his role as the Research School of Chemistry's open day coordinator, work experience coordinator and schools visit coordinator.

In addition to being the 2009 recipient of the Award for Excellence in Education (ANU College of Medicine, Biology and Environment/ANU College of Physical Sciences), Dr Ellison is the 2011 recipient of the Pearson/RACI Centenary of Federation Educator of the Year Award.

Approach to teaching and supporting student learning

Enthusiasm is the key to quality teaching. I love teaching and am constantly excited by it. I can convey my passion about chemistry to my students because I believe it is an important and relevant field of study. I enjoy learning and find education fun. The committed teacher is as much a student as those they teach.

To effectively teach the ideas embodied in an academic discipline we are inevitably engaged in the further development and refining of these ideas. The teacher must maintain an active curiosity about the subject matter to be learned. This curiosity, combined with stimulating, innovative teaching methods, gives students their best chance of mastering and appreciating that learning is life-long.

My interests are in what and how students learn. Understanding 'how' my students learn maintains the onus on me to ensure that the way I teach, organise courses and conduct assessment will be a sustainable and important contribution to what they learn. The learning process can be viewed as being analogous to links in a chain – the teacher, the students and the learning environment. If any of these is weak and breaks, so does the learning process. It is my responsibility as the facilitator of high-quality learning to constantly work on the bonds (like a good chemist!) between each of these links.

In any course that I am teaching the aim of the laboratory session is to consolidate the learning in the lectures and to add other chemistry knowledge not found in lectures. It is a challenge to convince students that the learning experience does not come from just the lectures. Knowledge introduced in laboratory work is as much part of their learning as knowledge in lectures and set reading.

I motivate students by showing them why I have chosen chemistry as a field of study and why I love coming to work each day. They learn that chemistry is important and inspiring. I make my lectures, tutorials and laboratory sessions as interesting as possible so that students want to learn more about chemistry and hopefully take up higher-level chemistry courses.

Learning about chemistry is a wonderful activity. I try hard to make my classes enjoyable, contextual and memorable. To keep students' interest, the information you teach needs to be relevant to their lives. They need to see how they can use the information to appreciate the benefits of absorbing and building on it. If you can show the students why the content is important to their daily lives, then it is easy to capture their interest and imagination.

Why am I a lecturer? Because I have the privilege of participating in the development of confident, critical and knowledgeable people who have the potential to be leaders in their field of science - as well as thoughtful and aware citizens. My experience with university teaching has helped me understand the need to balance a sensitivity to students' needs with respect for their independence. I am continually reminded of this requirement by a quotation from Ralph Emerson: "The secret of success in education is in respecting the pupil".

'Enthusiasm, dedication, clear examples. Overall, chem is awesome. I love it.'

CHEM1201 student

CANDIDATE FOR AWARD FOR TEACHING EXCELLENCE



Dr Elisabeth Findlay

School of Cultural Inquiry, CASS

Synopsis

Dr Elisabeth Findlay is a lecturer in Art History and Curatorship in the School of Cultural Inquiry in the College of Arts and Social Science. Elisabeth teaches at all levels in the tertiary sector, from first year introductory courses to later year courses, as well as Honours, Masters and PhD students. She has an excellent teaching record, receiving an Australian Learning and Teaching Council (ALTC) Award in 2007 after only three years of full-time teaching.

Since then she has maintained her impressive teaching standards and her students often state that her courses are the best that they have undertaken at ANU.

At the heart of her teaching success is the delivery of stimulating, well-researched lectures, the fostering of learning through thought-provoking and encouraging tutorials and exciting off-campus activities.

In addition to the breadth and quality of her teaching, Elisabeth has also been extensively involved in the implementation of education policy, program redesign and cross-campus collaboration to maximise student offerings.

Approach to teaching and supporting student learning

I often tell my students that looking is harder than it looks and it does take time to build up the vocabulary and knowledge to confidently write about an art object.

In the first lectures I will show them images that they know well, such as Leonardo da Vinci's Mona Lisa or the Last Supper, and ask them to simply make a comment, any observation. Some students will dive in and immediately remark on the composition, symbolism and context but many others will struggle to translate what they see into words.

As a teacher it is very rewarding to watch all these students build on their talents and develop their understanding of Art Historical methodologies and artworks of various periods, to the point where they have the expertise to present compelling arguments in both oral and written formats.

The education of my students relies upon stimulating and carefully prepared lectures, tutorials and off-campus excursions, which challenge and inspire students. To be a successful teacher I ardently believe that it is important to set an example for students to emulate.

It is impossible to ask students to present well researched and carefully argued pieces of work which are submitted on time if the lecturer is not abiding by these standards themselves. My approach to teaching is to be highly organised, prepared, approachable, enthusiastic and critical when necessary.

'Thankyou for being such an amazing lecturer and opening my eyes to a whole new world.'

Student, unsolicited feedback

'5 stars - taking more art history courses. Very impressed.'

Student, ANUSET feedback

'I certainly wasn't the best student but Elisabeth was the best lecturer. I learnt a huge amount.'

Student, ANUSET feedback

CANDIDATE FOR AWARD FOR TEACHING EXCELLENCE



Prof Kerry Jacobs

School of Accounting & Business
Information Systems, CBE

Synopsis

For students, the learning journey starts with what is comfortable and familiar – often what was learnt at home and at school – but demands a move to what might be different and uncomfortable.

It is the role of the teacher to provide the encouragement to take that journey and to accompany each student along the path. Whether it is teaching accounting, qualitative research methods, or supervising PhD students, Kerry Jacobs is known for challenging students to move beyond their comfort zone and to engage on this journey to become active learners.

Students describe his teaching as 'passionate', 'knowledgeable', as 'encouraging independent learning', 'getting people thinking', and 'the best I have ever had at Uni'. His teaching engages students in discussion and debate with a goal to equip students with the skills to question their taken-for-granted perspectives and practices.

Kerry Jacobs' area of research is public sector governance and accountability. He provides training for policy makers and politicians from many countries and gives qualitative research methods workshops at national academic conferences.

Approach to teaching and supporting student learning

Why is it that accountants are regarded as narrow, focused only on the money and unaware of the social and political consequences of their actions? I argue that this is because accountants are not trained to question their social context or expected to develop a strong sense of self-awareness.

My goal is to equip students with the skills and the self-awareness to question their actions and the social institutions they operate in. I believe that this critical self-awareness is essential for the future of the accounting profession and for the welfare of society. There is no point having a perfect accounting system if it is supporting socially destructive institutions.

Over the last decade, I have been struggling to find ways to support students on the journey to professional competence and to self-awareness. This involves helping them to understand how to reflect on and potentially challenge what others take for granted. A key problem is that many students lack 'real world business experience', and therefore find it difficult to understand the nature and significance of accounting concepts. This is rather like someone who has never seen a game of cricket doing a degree on 'cricket score-keeping'.

Therefore, I address this problem by using examples that are relevant to student's experiences (such as using McDonalds to teach accounting). Skills and self awareness are critical to future accountants and to future researchers.

Professional knowledge (such as the practical craft of a skilful researcher) is often tacit, spontaneous rather than being stated formally.

However, while some students came to an understanding of these implicit patterns, others don't. My struggle as

a teacher is to help all students develop their reflective skills and a feel for the game of the professional and research fields.

'He actively encouraged people to think outside of the square. He stretches your mind out of your comfort zone.'

Student comment

'Did they teach you how to question when you were at the school?'

Student comment

CANDIDATE FOR AWARD FOR TEACHING EXCELLENCE



Dr Yuki Itani-Adams

School of Culture, History and Languages, CAP

Synopsis

Yuki Itani-Adams currently teaches Japanese as a second language in the College of Asia and the Pacific at ANU. She has extensive experience in teaching Japanese and English as a second language, and applied linguistics courses at various other universities in Victoria and the ACT.

She is a dedicated language teacher who continues her research interests in applied linguistics in the areas of language acquisition and language teaching methodology.

She brings insights from applied linguistics to the language classes she teaches, and vice versa. With her research-led language teaching methods, she creates a stimulating, flexible and relaxed learning environment accommodating individual students' needs in order to nurture each student to have a 'voice' in Japanese.

Yuki integrates aspects of culture and society in her language teaching. Her students not only learn about Japan but also about other cultures and societies such as their own or their fellow students' by reflecting and comparing.

Yuki is often described by her students

as an 'enthusiastic', 'encouraging', 'approachable' and 'patient' teacher. Her students often convey their appreciation that in her classes they can speak Japanese without feeling embarrassed. This reflects the learning environment Yuki creates for her students which is safe and trusting.

Approach to teaching and supporting student learning

I continue to explore and develop strategies and materials that are relevant to students' needs, authentic, and engaging to stimulate their motivation and curiosity.

I believe that languages are an integral part of culture and society, and that therefore the teaching and learning of languages cannot stand apart from the teaching and learning of culture and society.

In my teaching of Japanese language I always contextualize the language so that it is meaningful for students to learn and use. I take care to select contexts that are appropriate to, and meet the interests of students.

I provide a flexible learning environment to promote student autonomy so that students can take ownership of their own learning.

I strive to help students to develop learning strategies that suit them best. Also, in order to cater for students of different learning styles, I incorporate different modes of delivery and assessment. For example, I use a range of traditional print mode, multimedia, and technology in my courses, as well as individual pair and group activities.

Another area that I am very conscious of in my teaching is the amount and type of input that students receive and the need to create opportunities for the students' output of the language.

I conduct my classes in Japanese modifying my language level carefully

to cater for the level of proficiency of classes and individuals. I also maximise their opportunities for language output through activities such as pair work. Above all I strive to create a relaxing and trusting environment so that students do not feel intimidated to speak in a foreign language.

'She has a true gift for teaching and an innate ability both to understand questions and to tailor her response to each student's needs. I have had the pleasure of teaching with her for over five years and not only is she a great teaching companion, she also acts as a wonderful sounding board for exploring and pursuing new teaching methods and ideas.'

Dr Carol Hayes

CANDIDATE FOR AWARD FOR TEACHING EXCELLENCE



Mr Christopher Nailer
Research School of Management,
CBE

Synopsis

Mr Christopher Nailer teaches capstone courses in Management which integrate students' learning from the individual subjects of business so as to enable them to apply their knowledge to real management situations.

To do this, at post-graduate level, he has developed an experiential learning process where students apply a range of tools to two major projects.

The first of these develops a business plan for a new venture – a task requiring creative thinking, market research, competitive analysis, business process design, resource budgeting, forecasting and valuation. Mr Nailer's undergraduate course in Entrepreneurship applies a similar approach.

The second post-graduate project follows on from the first, and develops a growth strategy for a real company, in partnership with companies in the ACT.

Since 2003, 51 external projects have been done for 33 companies. Both of the applied projects are done in small teams, which expose the students to their own and others' strengths and weaknesses as professional managers. This gives them an opportunity to observe, reflect

upon, and expand their management repertoires. Mr Nailer draws on his own 20-year experience as a manager and management consultant, as well as his current PhD research into the growth and internationalisation of small firms.

Approach to teaching and supporting student learning

My discipline gets a bad press at times. Management academics don't cure cancer; we don't solve the great conundrums of climate change; we don't come up with breakthrough insights into the human condition. We train professionals to do the nuts-and-bolts work of running just about everything, to do this work in innovative and effective ways, and to behave decently towards those they work with.

My teaching is based on over 20 years' practical experience in management, enriched by theory. Before joining the ANU in 2003, I worked in a Japanese computer company, in business planning, in market research, economic analysis and management consultancy. This experience, informed by theory, enables clear, current and practical learning and teaching. I call this 'experience-led teaching.'

'Personal Learning Reports stand out as a significant innovation. This is an approach that I still use and have instilled into others since the MBA course...'

MBA Graduate 2009

'The course was perhaps one (of) the most demanding and yet most comprehensive interesting courses as it was based on a whole-systems model. It encapsulated important topics such as leadership, ethics, innovative research techniques, business management, marketing, financials and how to work through the uncertainties in the world we live in. Many of the learnings gained in this subject are highly relevant and applicable in all facets of life, personal and professional.'

MBA Graduate 2011

CANDIDATE FOR AWARD FOR TEACHING EXCELLENCE



Prof Michael Platow

School Of Health And Psychological Sciences, CPMS

Synopsis

Michael Platow has taught university-level social psychology for over 20 years in three different countries. Over this span of time and space, Michael consistently receives highly favourable student evaluations, and strong student demand as an honours supervisor.

Michael is enthusiastic, organized, respectful, and extremely serious about engaging and enthusing students. He

adopts a student-focused approach to foster deep learning of his course material and independent critical thinking.

His students' successes are seen through high rates of honours-level performance in his undergraduate course, published student papers, formal student awards (e.g., university medal), and job attainment (e.g., University of California).

Approach to teaching and supporting student learning

Imagine you're in your own home, alone, in your own shower, by yourself. Are you in a group? I pose this question to students each year on the first day of my social-psychology course. Once the giggles of those with more lively imaginations quieten down, I indicate that the question highlights a very difficult concept. I then demonstrate that, despite being alone in the shower, students are, at that time, in a group. In this question, I've introduced in a very simple, if not tantalizing, manner how we remain fundamentally social even in those situations that we may consider our most private.

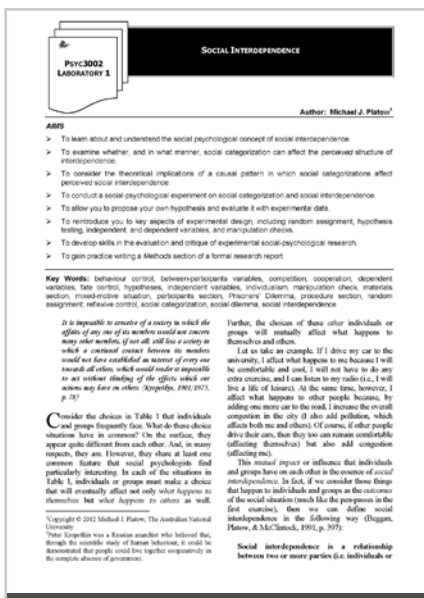
The issues addressed in this example -- the nature of groups and the nature of individuality, and the interplay between the two -- captures the essence of social psychology, a discipline sitting at the cross-roads of varied levels of analysis, striving to understand what it means for people to be social and, by implication, what it means for them to be individuals. Indeed, the discipline of psychology as a whole traverses analyses of neurotransmitters through the sentiments of nations. The research focuses on fundamental questions (e.g., Why are people prejudiced?) that often have clear implications for practice (e.g., How do we reduce prejudice?). By its very nature, those of us teaching psychology stand, each academic year, before a diversity of

students that complements the diversity of our own discipline.

The development and delivery of undergraduate lecture and laboratory classes in the science of psychology thus represents not only the challenge of successful content delivery and intellectual stimulation, but of meeting that challenge with a uniquely diverse subject matter and a uniquely diverse class of students. In my teaching, then, I strive to clarify the role and relevance of scientific inquiry to matters of the heart and matters of the mind, and more particularly in social psychology, to matters of individuality and collectivity.

'This knowledge is a privilege to pass on. It was brought to life for me by a man whose passion for learning is rivalled only by his diligence in teaching. I can only hope that I have done the justice that was afforded me.'

Honours Thesis, 2011



Vice-Chancellor's Awards for Excellence in Education

CANDIDATES FOR AWARD FOR EXCELLENCE IN SUPERVISION

Dr Ned Curthoys School of Cultural Inquiry, CASS

Dr Simone Dennis School of Archaeology & Anthropology, CASS

Prof Paul Pickering Research School of Humanities & the Arts, CASS

Dr Greg Shailer Research School of Accounting & Business Information
Systems, CBE



CANDIDATE FOR AWARD FOR EXCELLENCE IN SUPERVISION



Dr Ned Curthoys

School of Cultural Inquiry, CASS

Synopsis

Ned Curthoys is currently a research fellow in English after arriving at the ANU in 2006 as a postdoctoral fellow. A hallmark of his efforts has been his contribution to the research culture of CASS and his mentor focused approach to PhD supervision.

Ned has organized postgraduate workshops, major conferences, and two series of public lectures that have brought together some of the most eminent scholars in the humanities in Australia and internationally to discuss issues of vital importance to the humanities. These innovative forums have been of particular benefit to postgraduate students. He has infused his own passion for making complex ideas accessible and applicable to real world problems into the innovative 'Key Thinkers' (2008-2010) and 'Key Words' (2011-12) public lecture series which he has convened since 2008.

Approach to teaching and supporting student learning

I am a research led educator who instills intellectual enthusiasm in HDR students while doing everything in my power, in a

very competitive academic environment, to facilitate their entry into academic life. I have done this while making a very significant contribution to the research culture at the ANU since my arrival in 2006.

Although my supervision portfolio is not extensive, I hope to be seriously considered for this award on the basis of my outstanding contribution to the CASS research program. I would suggest that my research initiatives and extensive academic networks have been very beneficial for my PhD student 'Jake'. (pseudonym)

To give an example, I co-organised a conference in July of 2010—'Thinking the Human in the era of Enlightenment' – that was attended by Jake. The conference presenters included luminaries in Enlightenment and eighteenth century studies such as Vanessa Agnew, Ian Hunter, Jonathan Lamb, Iain McCalman, Sankar Muthu, and Gillian Russell.

Since 2008 I have convened a highly successful public lecture series 'Key Thinkers' ('Key Words since 2011), primarily for the benefit of postgraduate students. A number of renowned academics in fields cognate to Jake's interests have presented in this series including James Chandler, Dipesh Chakrabarty, Marilyn Lake, Dirk Moses, Debjani Ganguly, and Hsu-Ming Teo.

As a supervisor my core educational ethos is the constant maintenance of a pedagogical relationship which is professional, intellectually fertile, and supportive. Rather than defining my role narrowly, throughout his candidature I have kept Jake's future career prospects in mind by introducing him to eminent scholars in his field, helping him to engage with a broader scholarly community, and encouraging him to publish.

Jake has two ERA ranked publications

forthcoming: a soon to appear article in the eminent journal *Clio*, a journal renowned for discussing the relationship between literature and the philosophy of history; and a chapter in an important new collection on historical fiction, edited by Kate Mitchell and Nicola Parsons, to be published by Palgrave Macmillan in 2012. Jake also has an essay under consideration with the esteemed literary journal *Modern Fiction Studies*.

I believe that my guidance and thoughtful editorial advice has helped Jake achieve these important publishing milestones, so crucial to his future prospects.

'Ned is an up-front, passionate, highly professional and dedicated supervisor, committed to helping his students develop to the best of their ability, who goes out of his way to make PhD research a rewarding and successful experience.'

Student comment

CANDIDATE FOR AWARD FOR EXCELLENCE IN SUPERVISION



Dr Simone Dennis

School of Archaeology and
Anthropology, CASS

Approach to teaching and supporting student learning

Supervisory work brings with it the burden of responsibility that I feel keenly. I am acutely aware that the quality of my supervision impacts on the futures that students have imagined for themselves.

My ability to make insights into their project, my willingness to give them my time, to read their draft work over as carefully and diligently as if it were my own, my capacity to foster their research imaginaries and to teach them as much as I know about how to be good scholars across the board all impact on their success. But supervision is also a great privilege. My own sense of this privilege is genealogical; just as I was once the recipient of gems of wisdom, practical advice, and introduced into networks of contacts that have proved both durable and useful, it now falls to me to pass on anthropological knowledge and skill to those who will become the next generation of scholars in our discipline.

I'm really proud to be a part of that. I'm proud of it in a way that differs from the sense of accomplishment that I feel when I publish in my discipline or

have some other kind of success at an individual level. This is because, while anthropological scholarship is in many respects a competitive individual pursuit, the kind of pride I take in supervision is a pride that comes from investing in others.

The most obvious and important site of this investment is in the student; but excellence in supervision also reflects the core values of the ANU community, in that each of us who engages in supervising activity seeks, broadly, to meet needs and nurture talent in each of our students.

'I feel like I know a lot more about what a PhD and an Anthropologist actually are, and what they do after this course. Simone is fantastic! She is very enthusiastic, and provides lots of information and further references.'

**SELT feedback on PhD
methods class**

'Simone's enthusiasm for anthropological scholarship and research is contagious and she is an excellent motivator. At times when I questioned my capability as a researcher, Simone's assistance and ability to identify and help me resolve the underlying issues behind my concerns were vital in motivating me to continue with my project. Simone's reliability and thorough understanding of the transition from undergraduate to honours research have been fundamental to my progress through my honours degree.'
Honours student

CANDIDATE FOR AWARD FOR EXCELLENCE IN SUPERVISION



Prof Paul Pickering

Research School of Humanities and the Arts, CASS

"How to demonstrate excellence? In the academy there is only one enduring measure of excellence: outcomes. I have completed fifteen students in the last eight years. This rate of success is evidence in and of itself but the most important measure of excellence is surely the quality of those outcomes. My students produce work of world class standing.

I have a 'theory-in-practice' for want of a better term: I insist on absolute excellence; encourage creativity and intellectual curiosity; generate critical thinking; embed deadlines and address milestones; promote structure; actively foster a community of scholarship; encourage participation in the broader academic world; systematically mentor; promote quality writing.

But, I ALWAYS do these things as part of a conversation. I share the responsibility for achieving the highest possible outcome but this is always by enabling. I never seek to direct or impose. From the first line of their proposal to the last sentence of their final draft my students are in no doubt that they OWN their project.

Underpinning this 'theory-in-practice' is the fact that I care. I want my students

to understand that I care as much about their thesis as they do. Even though I supervise between 20 – 30 doctoral students at any one time, I want each of them to feel as if they are my only student.

I have attempted, wherever possible, to draw attention to my strategies as they are evident from the students' comments. If they haven't noticed a particular strategy (or, more particularly, thought it worthy of comment) it hasn't worked. In sum, I am pursuing this award because I can demonstrate, rather than assert, that I am an outstanding supervisor."

'It's fair to say I consider myself blessed having Paul in this role. He has been supportive and encouraging, but he also knows when to put the hard questions and throw out a challenge. I have found him to be stimulating, and his supervision has been a constant source of inspiration for me... He has an obvious pride in the achievements of those he has worked with.'

Anonymous current student's comment

'Not only did Paul manage to guide me through the entire process he managed to make the years in which I undertook my studies to be the most challenging, enjoyable, satisfying and rewarding of my academic or professional career.'

Anonymous former student's comment

'He has the rare gift of ... delving deep into the heart of a draft and pulling out an issue that is key to the whole thing, and which you have not noticed lurking in the shadows of your chapters.'

Anonymous former student's comment

CANDIDATE FOR AWARD FOR EXCELLENCE IN SUPERVISION



Dr Greg Shailer

Research School of Accounting & Business Information Systems, CBE

Working with motivated, talented research students is the most satisfying aspect of my academic work. My supervision approach has evolved over many years through my engagement with many research students at ANU and other universities, either as a supervisor, advisor or informally.

While Convenor of Graduate Studies in Commerce/Business from early 2001 to 2008, I acquired a rich and varied experience of CBE research students and their interests, as I counselled and informally advised many of them as they passed through the program.

My own research students also exposed me to considerable diversity, coming from many other countries, including the U.K., Sweden, Iran, Bangladesh, Egypt, Botswana, Ghana, Mauritius, Burma, Thailand, Korea, China, Hong Kong, Singapore, Malaysia, Indonesia, Philippines, Fiji, Samoa and Tonga.

In addition to my ongoing engagement with my own students and ad hoc work with others, my supervision experience was influenced by my experiences as a Faculty member of the annual AFAANZ PhD symposia from 2004 to 2010, and my continued involvement in the research development of some of the symposia students.

'Greg treated me as an independent thinker...He created a supportive and encouraging research environment ... where I did not have to be brilliant all the time...'
Former PhD student

Approach to teaching and supporting student learning

My experiences with research students have made me acutely aware of the diversity in their individual needs and intellectual qualities, and the dynamics of emergent scholarship. I have learnt to tailor my supervision approach to suit each student's characteristics, and modify it as the student develops.

A primary objective in my PhD supervision is that, irrespective of their starting points, my students emerge from their studies as independent scholars who are concerned with answering important questions in their own research and, if they pursue academic careers, passing on their skills and knowledge as supervisors.

I reject the idea that students should fit themselves into the research frame dictated by a supervisor, but my supervision approach has some dogmatic elements: my students must take ownership of their work and maintain rigour and substance.

In my contribution, I focus on the development of each individual as an independent researcher, with the capacity to identify and think about important and interesting questions.

While this is sometimes challenging, it is also inherently rewarding to assist students with diverse backgrounds and abilities becoming credible independent researchers.

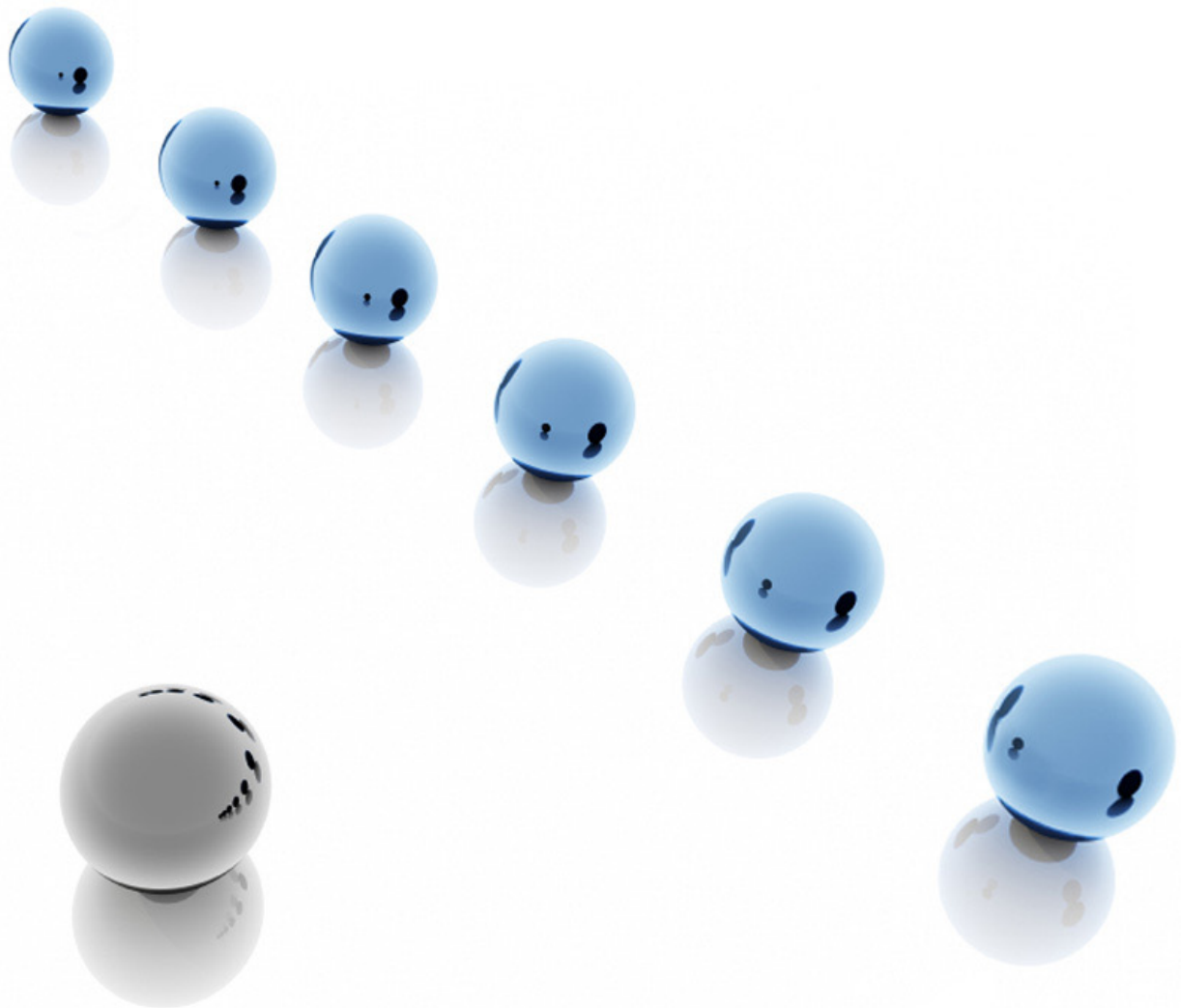
In addition to enjoying my students' accomplishments within the program, I also take pride in their subsequent successes. Some have entered industry or public service or joined international organisations, but many remain in, or have returned to, academia.

All ten PhD candidates I supervised to completion in the last five years are now successfully pursuing academic careers and are active researchers. Four are now my colleagues at ANU, and are emerging as excellent research supervisors.

Many of my former research students came from overseas and have returned to their original countries or moved elsewhere, but I believe they all remain enthused by the desire to pursue meaningful research, mostly as academics, using the skills that they acquired at ANU.

'Among many of Greg's great attributes as a supervisor is that he constantly challenges me to do better.... Greg has a huge passion for research, which greatly motivates me.'

Former Honours/ current PhD student



Vice-Chancellor's Awards for Excellence in Education

CANDIDATES FOR AWARD FOR PROGRAMS THAT ENHANCE LEARNING

Ms Marianne Dickie, Program leader	ANU Migration Law Program, CoL Team: Sudrishti Reich, Nicholas Tebbey, Natalie Dawson, Jessica Kinsella, Er-Kai Wang, Alicia Saiz, Ilona Van Galen
Dr Carolyn Strange	First-year graduate program in the School of History, CASS
Dr McComas Taylor	The future of small-enrolment languages? The flexible delivery of Sanskrit at the ANU. School of Culture, History & Language, CAP



CANDIDATE FOR AWARD FOR PROGRAMS THAT ENHANCE LEARNING



Ms Marianne Dickie

Team leader, ANU Migration Law Program, Legal Workshop, CoL

Synopsis

The ANU College of Law Legal Workshop Migration Law Program offers the Graduate Certificate in Australian Migration Law & Practice, and short courses in New Zealand Immigration Law and Australian Refugee Law & Practice.

The Program is Australia's largest provider of the Graduate Certificate in Australian Migration Law and Practice. By law every registered migration agent who does not hold a practising certificate must obtain this qualification.

Since 2006, hundreds of Australian and international students have graduated from the Program, one of the few fully online programs delivered by the Australian National University. In Census Period 1, 2011, the Program accounted for 52% of all graduate certificate enrolments at ANU.

The Program uses a diverse range of online tools to make the learning experience as rich and interactive as possible. Within a structured pace of delivering course content, students can log in to Wattle at any time of the day or night to interact with their teachers and fellow students in online forums and simulations.

Teachers in the Program are practicing migration law specialists, and practicing migration agents who are in touch with the day to day implications of changes to current legislation, and the realities of practice in this controversial and intricate field of law. Formal and informal evaluations testify to the quality and impact of the Program's teaching.

Approach to teaching and supporting student learning

The program is based on a learner centred design with a community based model of learner to learner. Students are actively encouraged to discuss work in groups, and to share resources and build up a community of peers. The look and feel of the program sites, the activities and tasks generated and assessment regime have been actively designed to 'place control of learning itself into the hands of the learner' (Marzano, 1992).

Our online delivery includes purposeful design of the sites, pedagogical approach and training of teaching staff. We design our courses for students; we do not let the standard interface dictate how this should occur. The course design is one that links students and teachers in asynchronous discussions and problem based scenarios. Students work alone and in groups to achieve tasks that link directly with summative and formative assessment through assignments and exams.

Each course is 'managed' by a Convenor who co-ordinates the efforts of teachers who develop personal relationships with small discussion groups of no more than 20 students per teacher. All activities focus on encouraging students to seek answers and information through discussions, research and group activities.

The Program has recognised the need to link formal education with a community of practice.

In an effort to create an environment

for graduates that resembles an ideal workplace and serves as a stepping stone for graduates to commence practice and access guidance, the Program has initiated a pilot project called PROTEGE. This online community will continue to link alumni students with practitioner teachers to build peer to peer relationships whilst providing sound advice and guidance to fledging practitioners. Success in this project could translate to benefits for other programs in the College and the university.

'I do now appreciate the knowledge acquired from the Program about how to approach the substantive law – especially in 8168 and 8169. This is because, although I am legally trained, migration law does not have an obvious 'start here' square on the board. Complexity is one thing: finding a way into that complexity is another.'

Student Capstone Review 2011

CANDIDATE FOR AWARD FOR PROGRAMS THAT ENHANCE LEARNING



Dr Carolyn Strange

First-year graduate program in the School of History, CASS

Synopsis

The School of History's first-year graduate program, designed in 2010 and implemented in 2011, blends research-led supervision with an innovative program of formal coursework. Through a series of strategically-designed courses it enhances students' learning and broadens their professional skills while facilitating their progress through the research degree.

The program begins with 'The Craft of History', a one-week intensive course, led by eight members of supervisory staff, who provide advanced training in research methods and techniques. Follow-on courses in 'Effective and Ethical Research' and 'Thesis Development' are complemented by the School's elective, 'The Professional Historian'. This course allows students to choose from a suite of specialist workshops, master classes, reading groups and skills training opportunities, each of which enriches their learning. The culmination of the first-year program is the presentation of students' thesis proposals in a public conference, in which senior students and staff members provide critical feedback and encouragement.

History's integrated 'whole of School' approach to graduate education is co-ordinated by the Graduate Director, who convenes the courses and works directly with all first-year students. Each of the courses and workshops is based upon the pedagogical principle that peer review and support are essential ingredients in graduate education.

Approach to teaching and supporting student learning

The School of History's first-year HDR program has responded creatively to the College of Arts and Social Science's aim: to provide its students with an 'inclusive, supportive but challenging and robust intellectual environment'.

The program is designed to initiate students in an active research culture and to develop their communication skills, both written and oral. Importantly, the courses are integrated with students' individual research programs, overseen and evaluated by their supervisors.

The first-year program nurtures HDR students' enthusiasm for their individual projects while it develops a complementary skill set of professional attributes through course work, master classes and workshops, beginning with 'The Craft of History'.

One of the most rewarding elements of the students' first-year is the 'Thesis Development' course (HIST8103). Although the production of a thesis proposal is a formal university benchmark, I regard it as an opportunity to showcase student research and to hone students' public presentation skills.

Peer review is an integral component of the first-year program in the School of History. For example, in the course of workshops leading up to the thesis proposal review presentations (HIST8103), students assess and comment on other students' draft research questions and abstracts.

Thus, students who successfully complete the School's first-year HDR program gain far more than a Graduate Certificate: they emerge with a viable research plan, advanced disciplinary training, and a transferable skill set applicable to academic and professional employment.

Finally, the School of History's program responds to one of the most significant challenges of graduate education: HDR students' frequently-reported sense of isolation. On the contrary, my colleagues and I observed that the course work introduced in 2011 fostered a strong sense of cohort.

'As the ANU moves to consolidate its reputation in graduate education, and to develop programs to adapt to flexible, applied and skills-based interests among graduate students, the School of History is fortunate to have Dr Strange in this role.'

**A/Prof Nicholas Brown,
recipient VC Award for
Excellence in Supervision
2010**

CANDIDATE FOR AWARD FOR PROGRAMS THAT ENHANCE LEARNING



Dr McComas Taylor

The future of small-enrolment languages? The flexible delivery of Sanskrit at the ANU. School of Culture, History and Language, CAP

Synopsis

Ten language students meet in a classroom to sing songs together. There is nothing particularly remarkable about this, unless the language is Sanskrit and the students are simultaneously in Portugal, India, Japan and Australia.

And yet this is almost a weekly occurrence in the ANU's online Sanskrit program. Students all over the world experience Sanskrit as an authentic living tradition, sharing the joys of speaking, chanting and singing the 'language of the gods' while adhering to the highest standards of scholarly rigour in grammar, reading and writing.

Approach to teaching and supporting student learning

There is a new demographic of potential students for this ancient language: off-campus, mature-aged students, including yoga teachers and practitioners, Hindus and Buddhists, all of whom use Sanskrit every day, as well as those with a specific interest in Indian dance, music, song, drama or art, who want to access the texts on which these traditions are based.

The ANU's solution to the problem presented by the new demographic is flexible delivery. Our first, second, third and fourth-year Sanskrit classes are now accessible to students anywhere in the world using a flexibly delivered, blended learning model. In short, much of our teaching and learning activity, our 'content delivery', takes place online.

Students are able to access materials, listen to both pre-recorded and live lectures and complete exercises from any location and at any time.

We also recognise that there is no substitute for direct, synchronous interaction with a facilitator. In this blended learning model, we supplement individual online learning activities with face-to-face sessions.

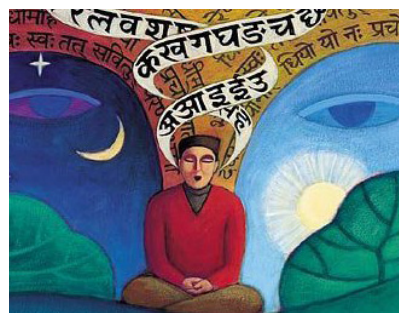
Students and facilitator meet in an online classroom every week for ninety minutes. This enables spontaneous, individualized face-to-face communication which lies at the heart of student engagement and promotes the development of an engaged online learning community.

Worldwide, Sanskrit enrolments are declining, but at the ANU total enrolments have grown from seven students in 2006 to forty in 2012.

The success of this model points the way forward for other small-enrolment languages.

'McComas has demonstrated that small enrolment languages/courses can be strategic in their use of online resources and by using innovative practices have the potential of attracting students that are keen to learn but are not able to come on campus. He has also been a great influence on other academics looking to employ such practices in their teaching....'

**Grazia Scotellaro, CAP
Education Technology
Advisor**



Vice-Chancellor's Awards for Excellence in Education

CANDIDATES FOR CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

Dr Isabelle Ferru Biology Teaching and Learning Centre, CMBE

Mr Alan Freckelton Legal Workshop, CoL

Dr Eric McCreath Research School of Computer Science, CECS

Ms Grazia Scotellaro Education Technology Advisor, CAP

Dr Krisztina Valter-Kocsi ANU Medical School and JCSMR, CMBE



CANDIDATE FOR CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING



Dr Isabelle Ferru

Biology Teaching and Learning Centre,
CMBE

Citation

For a sustained commitment to engaging and inspiring students in parasitology and the medical sciences, through innovative curricula, authentic learning, thought-provoking resources, and challenging assessments.

Synopsis

During a decade of teaching medical sciences at ANU, Dr Ferru has convened four courses annually and taught into three others.

Through their innovative and topical curricula, thought-provoking resources, and challenging, authentic assessments, these courses have taken an interactive and career-focused approach to engaging and inspiring students with Dr Ferru's own passion for global health and parasitology.

Approach to teaching and supporting student learning

As a teacher of medical sciences, my overarching goal is to convince my students of the importance of each one of them personally contributing to a healthier world. To this end, I consistently:

1. Stimulate and maintain my students' interest and enthusiasm in their studies;
2. Create an environment where students feel safe to question and debate controversial issues;
3. Empower them with the knowledge and skills to reflect critically on current issues in health and disease;
4. Inspire them with the conviction that they have the power to change the world!

I am passionate about my areas of undergraduate teaching but I know that engaging my students' interest requires more than just my enthusiasm. Medical science students want courses that are up-to-date and relevant; that explain and challenge the accepted wisdom in the field; and that will help them choose a career path to a satisfying working life.

A crucial aspect of my approach to course design and delivery is therefore to use diverse ways of presenting both historical perspectives and cutting edge research while creating multiple opportunities for highly interactive learning experiences.

I promote active learning with frequent questions, especially on controversial topics, and encourage students to contribute opinion and personal stories to discussions. I do not shy away from illustrating the spirited and sometimes high-pitched battles waged by proponents of different theories and I am not ashamed to harness strong emotions and empathy in the search for teaching that will be remembered.

I am overjoyed whenever I learn that, after my teaching, students have become advocates for human health (e.g. addressing poverty or climate change, or at more personal levels, reducing environmental footprints, adopting healthier life styles or participating in the Walk Against Warming).

'I have recently accepted an [international aid foundation]... I wanted to tell you how valuable [your] courses are. ... Your enthusiasm and passion for global health and epidemiology is contagious and inspiring and I am certain that if I had not had you lecture me I would not have had this opportunity which I am so excited and passionate about.'
(Unsolicited email, former student).

CANDIDATE FOR CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING



Mr Alan Freckelton
Legal Workshop, CoL

Citation

For exceptional contribution to students' learning through online teaching in the Graduate Certificate in Migration Law program.

Synopsis

Alan has worked as an online teacher and convenor with the GCMLP since February 2008. In that time, he has combined a superior understanding of relevant legislation and policy with a dedication to teaching to produce exceptional results for students in the program.

Online teaching requires the ability to retain coherence in teaching whilst responding to students across time zones. Alan is skilled at enabling discussions to flow, instigating new discussions and weaving together complex concepts.

Approach to teaching and supporting student learning

The GCML is primarily an online course, meaning that, to a greater extent than most tertiary education, students are expected to learn independently. Online teachers are not available 24 hours per day to assist students, and my students this session find it faintly amusing that

I am teaching them from Squamish, British Columbia, Canada (meaning that our live classrooms take place at, on average, 2 AM local time!).

In relation to assessment, it is not enough to simply give a student a mark for their work, especially in a contentious area such as migration law. A student needs to know where they went wrong, so they can correct the error in their next assessment task, and more importantly not make the same mistake when working as a migration agent in the future.

There are also situations where there is no clearly right or wrong answer. In that case, a student needs to know whether, although a number of approaches are legally open to a client, there is a definite preferable option.

Also, when discussing controversial matters such as treatment of unauthorised boat arrivals, students are aware of the facts of the matter, and not just what my own personal or political leanings are.

Regular feedback is essential in dealing with students, and online students in particular. I do not provide feedback solely on formal assessments, but also on general discussions that take place on the Discussion and Client Files fora.

Students can pick up some valuable information about the subject at hand from informal discussions with me and other students.

An online teacher has to be very careful not to allow students to insult each other (which has happened very rarely on my watch, thankfully), but robust discussion should be permitted and indeed encouraged.

'Providing feedback and learning support means I need to be online regularly. I do not take the approach of only checking up on students every two or three days. I check students' progress as frequently as I can – even if I am hard at work on one of my own client's cases, I take five or ten minute breaks each hour or so to check on my students' work.'

CANDIDATE FOR CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING



Dr Eric McCreath

Research School of Computer Science,
CECS

Citation

For the development of teaching resources within computing that help capture the imagination of students and enhance and improve their learning.

Synopsis

Dr Eric McCreath is an enthusiastic lecturer who works hard to engage students in topics that they often find dry and technically difficult.

To this end Eric has developed a number of teaching resources including a text book for first year, and assignments that involve collaborative tasks that engage students imagination, along with a host of software teaching tools. This has produced positive outcomes for students as reflected in student feedback and survey results.

Approach to teaching and supporting student learning

Our teaching practice is shaped by several factors: our background in learning, our colleagues who mentor us, and the very students we teach. In all of these I am fortunate to have been surrounded by a great group of people. These people have helped improve my teaching and the learning outcomes of my students.

I have always endeavored to deliver professional, engaging, relevant courses. My teaching philosophy involves a number of key values, ideas, and approaches aimed at producing excellence in teaching and learning while challenging and pushing students on in their understanding and skills.

> Valuing Students:

Our students are of value simply because they are people, and valuable members of our society. Many of our students will be taking on important positions within government or industry. This gives lecturers a great opportunity to encourage young minds to produce excellence in the activities they embrace. This is both a challenge and a privilege.

> Engaging students with significant course content:

Within the framework of a course I have always found it important to carefully consider which content to include and which to exclude. This is important for two main reasons. Firstly, the content is relevant and useful, so students can gain a solid theoretical foundation which helps develop and mature their conceptual framework of computing, and to gain important skills that are useful within their profession. Secondly, it is important in engaging students with the course, if content is too simple then students will quickly disengage with the course.

> Problem based learning, just-in-time teaching:

Problem based learning approaches are great for teaching computer science and software engineering. This approach has been used extensively and effectively within the courses I have lectured. This motivates learning and helps illustrate the more abstract concepts students are expected to understand.

This course is also structured such that students are presented with material 'just-in-time'. This helps students retain concepts they learn and shows them the relevance of these ideas.

> Reflecting, evaluating and improving:

My skill as a teacher has been improved and refined over the years by reflecting and evaluating on the feedback from previous teaching. At the end of each semester I consider aspects that worked well, aspects that worked poorly, and ideas for improving the course. This teaching feedback loop has been, and will continue to be, important for improving the quality of my teaching efforts.

'Eric's dedication to teaching is transparently obvious. The care he has taken in creating the material for this course, which includes a freely available companion book, is outstanding.'

A/Prof Steven Blackburn

CANDIDATE FOR CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING



Ms Grazia Scotellaro
Education Technology Advisor, CAP

Citation

For sustained commitment to support academic staff in enhancing teaching practices to improve overall student engagement.

Synopsis

Grazia Scotellaro is currently the Education Technology Advisor for CAP and in 2011 was the Educational Designer for CAP and CHELT. Grazia is undertaking this new role after having worked for 9 years as Lecturer in ICT and Education at the University of Canberra.

Grazia has extensive experience in the use of ICT in Education and is a pioneer in the use of podcast lectures, paperless courses and multimedia project based assignments. She brings to ANU her passion for technology and learning.

Approach to teaching and supporting student learning

I have been a 'change maker' throughout my professional career, from the early days as a language teacher where I used the most advanced methods of second language learning and was often asked to run professional development courses for other teachers, to the present where my expertise in the areas of technology and language learning is widely

recognised, well outside my immediate circle of work.

I won the Vice Chancellor's Award for Innovation and Excellence in 2010 as part of the DOI Wattle Team and the 2011 CAP College Award for a Program that Enhances Student Learning. I am regularly presenting at conferences such as the Moodle Moot and Moodle Posium.

There have been numerous examples of my expertise and experience being called upon by academics and institutions from both inside and outside my employer institutions. Just to name a few, in the last couple of years: Narrabundah College (advice on technologies for language teaching), Gungahlin College (workshops on Technology in Education), Italian Embassy (Tuttoitaliano.org and Virtual Resource Centre), UC Faculty of Applied Science (using wikis as an assessment tool), McComas Taylor, Sanskrit (ANU), Grazia Micciche ANU (Italian Language and the Law project, Italian for Opera Singers) and Dr Susan Douglas (Medical School).

The priority for me has always been the student's experience. As someone who started university in Australia as a NESB student I particularly care for students who come from diverse background and sometimes find the experience of studying in a foreign environment a little daunting (26% of ANU students are international students as well as many from a NESB).

'As Associate Dean (Education) I always come away from my discussions with Grazia excited about the prospect of transforming aspects of my teaching practice by making use of the new tools that she is always discovering. Feedback from staff throughout the College demonstrates to me that I am not alone in experiencing this spirit of innovation and experimentation.'

Dr Andrew Walker

CANDIDATE FOR CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING



Dr Krisztina Valter-Kocsi

ANU Medical School and JCSMR,
CMBE

Citation

For inspiring teaching through development of curricula and resources in the field of Medical Sciences.

Synopsis

Krisztina's approach to teaching is to develop activities and models that help students achieve a deep understanding of the subject.

She uses lectures, practical hands-on classes and tutorials to enhance the student experience. Quizzes and problem solving are an integral part of her teaching.

Krisztina completed a Graduate Certificate in Higher Education in 2008. She received a Top Supervisor Award in 2010 and the Medical School Excellence in Teaching Award in 2011.

Approach to teaching and supporting student learning

Our graduates should be able to stand on their own feet, using their knowledge, ingenuity, resourcefulness, skills and interest to keep their discipline and/or profession moving forward. An understanding of this process should be developed in our students at undergraduate and postgraduate levels.

To achieve this, they need both a strong background and the opportunity to use their knowledge in 'real-life' situations, to build confidence.

As teachers in the tertiary sector, our goal should be to cultivate a thinking generation which is able to critically analyse issues, situations and problems, and develop workable solutions. By educating students using an inquiry-based approach, we can achieve these goals.

The best way to gain thorough knowledge in any discipline, including anatomy, is to build a strong base of broad concepts in the early stages of learning.

In further learning, teachers can use these concepts as foundation to achieve higher levels of knowledge, and a more detailed understanding.

In building the foundations, it is critical to understand the relevance of concepts or facts. I have found that using practical demonstrations can enhance student understanding.

Another challenge of teaching is understanding and accommodating for differences in the ways students learn. To cater for the individual needs of students, the use of as wide a range of resources as possible is critical.

'Not questions or anything, just want to thank you for this semester. Anatomy has been a wonderful yet certainly challenging course, but what more we felt was how intensively interesting anatomy and medicine disciplines are. We talked about it and after this course we felt much more keen on going on to medicine!'

Student

Front cover: Dr John Minns accepts a Vice-Chancellor's Award for Teaching Excellence, 2010
from ANU Chancellor Professor Gareth Evans









CONTACT US

Centre for Higher Education, Learning & Teaching

Chancelry 10T, Ellery Crescent

The Australian National University

Acton ACT 0200

T 6125 6748

W chelt.anu.edu.au

E chelt@anu.edu.au

ANU Cricos Provider #00120C