2014 Australian Awards for University Teaching

Australian University Teacher of the Year

Dr Brydie-Leigh Bartleet

Griffith University

Humanities and the Arts

For well over a decade Dr Brydie-Leigh Bartleet has played a leading role in the development of innovative practices, new curriculum resources, course and program designs, and community engagement initiatives in music learning and teaching across a diverse range of higher education settings. She is a national leader in arts-based service learning with First Peoples and universities, and internationally recognised as a catalyst for the creation of learning programs that mobilise and connect students, educators, administrators and community partners both inside and outside university walls. Brydie-Leigh is an engaged educator who actively works at the interface of universities and communities, musical practices and research, formal and informal learning settings and cultural traditions. She moves in and between many varied settings from Conservatoire classrooms to remote Aboriginal communities and leads her students and colleagues on these learning journeys with her. Her approach is underpinned by active scholarship, as her track record of 100 disciplinary and educational research outputs attests, and she plays a leading role in fostering research training across the student lifecycle. Brydie-Leigh leads Griffith’s award winning Winanjikari Service Learning program, the Bachelor of Music Honours degree, and is Deputy Director of the Conservatorium’s Research Centre.
Career Achievement Award

Professor Paul Ramsden

Professor Paul Ramsden has had a long and pre-eminent career in the field of teaching, learning and policy studies in higher education, raising the profile of teaching in an environment sometimes weighted by an emphasis on research. The focus of his work has not been on teaching at the expense of research but on necessary excellence in both. Professor Ramsden is a dual British and Australian citizen and his work has spanned higher education in Australia and internationally.

Professor Ramsden was formerly Professor of Higher Education and Director of the Griffith Institute for Higher Education at Griffith University (1993–1999), and Pro-Vice Chancellor (Teaching and Learning) at the University of Sydney (1999–2004). From August 2004 to December 2009 he was the founding chief executive of the Higher Education Academy in the United Kingdom. Professor Ramsden is a visiting professor at the Institute of Education, University of London, an adjunct professor at Macquarie University and James Cook University, and a Governor of the University of Glamorgan.

Professor Ramsden’s exploration of the student learning experience and its inter-relationship with university teaching began with a PhD which found him part of a research team that uncovered the relations between students’ learning outcomes and their experiences of university courses. He continued to develop this work into an understanding of the conditions for effective university teaching.

As Pro-Vice Chancellor at the University of Sydney, Professor Ramsden oversaw major strategic initiatives for improving teaching and learning in a university known for its research capacity. The initiatives saw an introduction of undergraduate teaching funding based on performance, new promotions policies that required a candidate to demonstrate superior or outstanding performance in teaching, and internal review processes led by academics. These new systems led to increased demand and engagement from students and improved levels of student satisfaction with teaching and services, and have been widely emulated elsewhere at institutional and national levels.

In 2008, Professor Ramsden advised the United Kingdom government on the future of teaching and the student experience, contributing at the request of the then Secretary of State an influential essay on curriculum and teaching quality to inform the framework for higher education in England. He was also a panel member for the 2008 Research Assessment Exercise.

Professor Ramsden is, importantly, the architect of the Australian Course Experience Questionnaire (CEQ), which became the basis for the UK’s National Student Survey. The CEQ initiated a measurable and sustained examination of the quality of courses and teaching, feeding into a more informed and global perspective on ways and means to support and improve teaching in higher education. In 2010, Professor Ramsden led a major review of the National Student Survey on behalf of the Higher Education Funding Council for England.
Professor Ramsden is the author of *Learning to Teach in Higher Education* and *Learning to Lead in Higher Education* which have become seminal texts on higher education teaching and management. With the uptake of these texts and his consulting work Professor Ramsden has been influential in an international sphere. Over the period 1993 to 2009 Professor Ramsden consulted at the Copenhagen Business School, Denmark; Council for the Renewal of Higher Education, Stockholm; Nanyang Technological University, Singapore; University of Otago, UNITEC and Auckland University of Technology, New Zealand; Singapore Polytechnic; Ngee Ann Polytechnic, Singapore; and the University of Hong Kong. Professor Ramsden has also advised the government of the Irish Republic on Ireland’s future strategy for higher education. From 2007 to 2011 he chaired the international advisory board of the Swedish National Agency for Higher Education.
Awards for Programs that Enhance Learning

NEW SOUTH WALES

• School of Community Health Overseas Workplace-learning Program

Associate Professor Michael Curtin (leader), Ms Kristy Robson, Ms Kay Skinner

Charles Sturt University

Category: Global citizenship and internationalisation

The Charles Sturt University School of Community Health's Vietnam program enables occupational therapy, physiotherapy, speech pathology and podiatry students to complete one of their fourth year placements working in an orphanage for children with disabilities. The intention of this program is to establish a collaborative and sustainable relationship with the orphanage in which our students provide services and training as identified by the host organisation. This program has been operating since 2001 but has undergone significant development from 2008 when the program began collaborating with Yooralla, an Australian disability organisation. In addition to achieving their required discipline specific competencies, students undertaking this program develop skills in cultural competence and trans-disciplinary teamwork. Students overwhelmingly provide positive comments on the transformative nature of this intensive learning experience, about being pushed out of their comfort zone, and on how the program provides them with opportunities to expand their skills in ways that would not have been possible on an Australian placement.

• UNSW Medicine Program

Professor Philip Jones (leader), Professor Patrick McNeil, Associate Professor Anthony O'Sullivan, Dr Peter Harris

The University of New South Wales

Category: Innovation in Curricula, Learning and Teaching

In 2004, The University of New South Wales (UNSW) dramatically transformed its undergraduate Medicine program implementing innovations that have since been sustained and refined. The explicit alignment of all teaching, learning and assessments activities to graduate capabilities, critical for effective professional practice, realises the benefits of an outcomes based curriculum. Assessments are designed to ensure that students’ progress in all learning outcomes across the whole program is tracked. Innovative components include an evidence based portfolio that allows students to assess their progress and verify their development. The curriculum structure embeds horizontal and vertical integration to achieve the goals of the spiral curriculum. The division of the curriculum into phases that promote different learning styles steers students through foundation knowledge and skills in medicine, to their application to clinical problems and to the development of professional attributes. A unique design that brings together students from different years has resulted in a powerful culture of peer teaching and support promoting collaborative learning and preparing graduates for work in clinical teams. UNSW graduates are distinguished by their abilities for independent learning, critical analysis and research through their participation
in a substantial research project. A systematic approach to evaluation has shown enhanced student satisfaction and outcomes over the past 10 years.

- **Interprofessional Learning Modules: 'Learning Together to Work Together'**

  **Associate Professor Tony Smith (leader), Dr Leanne Brown, Ms Elea Crowley, Ms Rebecca Dutton, Hazel Harries-Jones, Ms Natasha Hawkins, Ms Alexandra Little, Ms Rebecca Marley, Dr Jenny May, Dr Alan Pederson, Ms Kelly Thurlow, Mr Luke Wakely, Ms Rebecca Wolfgang**

  **The University of Newcastle**

  **Category:** Innovation in Curricula, Learning and Teaching

  Challenges facing the health system require rethinking service delivery models and how health professionals practice. The University of Newcastle Department of Rural Health (UoNDRH) established an innovative and sustainable approach for health students: 'Learning Together to Work Together'. Over 1,500 students from ten disciplines have participated in Interprofessional Learning (IPL) Modules since 2001. Expertise for development, delivery and evaluation of the modules is drawn from rural based academics and clinicians from medicine, nursing and allied health.

  Modules are case based, addressing a range of prevalent health conditions, such as stroke, trauma, diabetes, hip fractures and cancer. Teaching and learning methods include group discussion, simulated learning environments, interactive workstations and role play. Evaluation and research conducted parallel to module delivery indicate that students have a positive educational experience and IPL Modules achieve the aim of promoting the importance of patient focused, collaborative practice. As one student said, it is about: ‘Looking at a patient and seeing the various aspects of their life and how each aspect has an impact on their health, and the fact that there are various professionals that focus on a particular aspect, all with the aim of improving the health of that patient’.
QUEENSLAND

• **Widening Tertiary Participation for Students from Pasifika Communities**

Ms Suzanne Wilkinson (leader), Adjunct Associate Professor Barrie O’Connor, Ms Martina Donaghy, Dr Judith Kearney, Mrs Francella Timu, Mrs Emma Tanuvasa, Mrs Glenda Stanley

*Griffith University*

**Category:** Widening participation

The Griffith University Widening Tertiary Participation Program for Pasifika Communities is a successful and sustained outreach and community engagement initiative that supports Pasifika peoples by encouraging aspirations for university study, building the capacity of future and current Griffith University students, and enhancing community engagement with higher education. This three and a half year program builds on six years of university partnerships with local high schools and Pasifika communities. Its core is a culturally appropriate strategy developed and delivered in partnership with community. The program’s three key phases comprise the Legacy-Education-Achievement-Dream program in high schools, the Griffith Pasifika Association at Griffith University, and the Pasifika Cultural Graduation Community celebration. Collectively, these coordinated and inter-related initiatives: encourage students' aspirations and build their capability for university study; strengthen the capacity of parents, and engage community members to support their children’s educational outcomes and futures; support the engagement, retention, success and employability of Griffith Pasifika students; and promote cultural identity and voice in the university community. The program has received recognition at state, national and international levels and has been influential in shaping education policy for Pasifika students.

• **Griffith English Language Enhancement Strategy**

Ms Pamela Humphreys (leader), Dr Ben Fenton-Smith, Dr Ana Lobo, Dr Rowan Michael, Mr John Smith, Dr Ian Walkinshaw, Student Linx team

*Griffith University*

**Category:** Services Supporting Student Learning

Griffith University has successfully implemented a sustained, whole-of-institution, evidence-based approach to English language development, with the responsibility for English Language Proficiency (ELP) shared by both the institution and the student. The Griffith English Language Enhancement Strategy (GELES) has been designed to enhance the academic success of its international and domestic students with English as an Additional Language (EAL) background, and comprises five components systematically organised across the student lifecycle: an intensive three week preparatory program delivered prior to the start of each semester; a compulsory English Language Enhancement Course undertaken in students’ first semester of enrolment; free in-degree English language support via individual consultations and targeted workshops; structured opportunities for social interaction between domestic and international students; and, a subsidised English language test.
$(AE	ext{IELTS})$ upon graduation. Pilot work commenced in 2008 with full implementation of the GELES in 2010. Student engagement has been consistently high, with improved learning outcomes and retention of EAL students. Griffith is the first Australian university to introduce a whole-of-university approach which comprehensively operationalises the sector’s best practice standards for ELP development.

- **University of Queensland Business School MBA**

  **Associate Professor Polly Parker (leader), Professor Fiona Rohde, Associate Professor John Steen, Associate Professor Neil Paulsen, Dr Timothy Kastelle**

  **The University of Queensland**

  **Category: **Postgraduate Education

  The University of Queensland (UQ) Business School's flagship program, the Master of Business Administration (MBA), is a generalist degree in contemporary management practice that equips graduates with sophisticated skills in leadership and knowledge across business disciplines. MBA students are typically highly experienced managers from a wide variety of industries. A distinguishing feature of UQ MBA students is their extensive industry experience, which on average is 11 years. To better meet the specific needs of such experienced students, the program was comprehensively redesigned in 2007. A unique combination of academically rigorous compulsory courses and complementary value-adding components enhanced student learning through innovative approaches within, and beyond, the classroom. Systematic inclusion of opportunities to connect with industry and the community through projects, and a partnership with Wharton School (whose MBA is rated third globally), differentiated the program in a competitive market and led to widespread benefits for students, staff, employers and alumni. The impact is evident in independent international rankings which have placed UQ MBA at number one in the Asia Pacific region for the last two years and reflect an outstanding rise in global rankings from outside the top 100 in 2008 to 14th in 2013.
WESTERN AUSTRALIA

• First Year Advisor Network
Dr Janine Rix (leader), Ms Suzanne White, Mr Martin Ratcliff, Ms Sherry Fletcher, Mr Larson Lee, Ms Averil Riley, Ms Ann Lefroy, Ms Michelle Wheeler, Ms Leslie Theaker, Ms Rachel Esler, Ms Sarah Chapman, Ms Lauren McNaught, Ms Mandy Kelly, Ms Emer McKernan, Ms Mandy Middle, Ms Helen Rees, Ms Alison Hilton, Ms Kate Swan, Ms Katie Mattner
Murdoch University
Category: The First-Year Experience

The First Year Advisor Network (FYAN) is a school-based, university-wide program designed to support all first year students in their academic and social transition to University. The FYAN provides tiered levels of support to all first year students at Murdoch University, through specific and targeted outreach telephone campaigns, a strict open door policy and coordination of multiple initiatives that enhance learning and engagement. First Year Advisors (FYAs) operate within their own schools, but also as the FYAN, to inform best practice in first year experience across the university.

First year students have come to view their FYAs as the clear first point of contact through which they can obtain advice and referrals to all other support services. The suite of activities performed by the FYAN ensures that students obtain assistance and guidance well before any transition issues become overwhelming. A streamlined and standardised approach to data collection enables efficient analysis of factors affecting engagement and attrition for first year students. The program’s impact on students and staff has been positive and far-reaching as it has led to significant improvements in the transition of new students and thus the overall first year experience at Murdoch University.

• Indigenous Cultures and Health
Professor Marion Kickett (leader), Ms Louise Austen, Dr Julie Hoffman
Curtin University
Category: Educational Partnerships and Collaborations with Other Organisations

Through strong, respectful partnerships based on reciprocity, Indigenous Cultures and Health (ICH) is making a unique contribution student learning. Since 2011, the ICH unit has been taught through a partnership between Curtin’s Faculty of Health Sciences and the Centre for Aboriginal Studies to thousands of students annually from over 20 disciplines as part of an interprofessional first year. In 2014, 3300 students are expected to complete the unit, which provides largely non-Aboriginal students with the opportunity to gain insight into the history, diversity and cultural ways of Indigenous Australians. The ICH program works in partnership, with local and national Aboriginal organisations and community members, to ensure that students see the essential need for cultural safety and security when working as health professionals and understand the impact of past policies and events on current and future generations of Indigenous Australians. The reputation of ICH has
resulted in a national Health Workforce Australia consultancy to create an Indigenous health curriculum framework. Indigenous Cultures and Health is innovative in design and underpinned by intercultural pedagogy, a specialised area of education. Aligned with the Universities Australia report calling for graduate Indigenous cultural competency, ICH models excellence in intercultural partnerships and is unparalleled in Australian universities.

**AWARDS FOR TEACHING EXCELLENCE**

**AUSTRALIAN CAPITAL TERRITORY**

- **Mr Chris Browne**
  
  The Australian National University  
  Category: Early Career

  As a systems engineer and teacher, Mr Chris Browne's classes are centred on the innovative jigsaw classroom approach. Systems engineering is an inter-specialist engineering discipline that integrates traditional engineering specialisations and Chris has created a classroom environment that provides a coherent second year systems experience for students before they go on to specialise in third and fourth year. Placing students at the centre of their learning and providing them with a framework in which to develop, integrate and synthesise their knowledge is at the core of Chris' jigsaw classroom approach. Students are exposed to scaffolded scholarly activities, such as developing peer-reviewed research papers, co-facilitation of tutorials including the preparation of teaching materials, and the development of an individual portfolio applying the course concepts to a system in a research area of their choice. Chris currently teaches two core systems engineering courses, Systems Engineering Design and Systems Engineering Analysis. He also convenes Unravelling Complexity, a cross-college capstone course, which navigates complex problems from a range of perspectives. His research activities are focussed on designing effective hands-on learning activities in engineering topics.

**NEW SOUTH WALES**

- **Dr Louise Lutze-Mann**
  
  The University of New South Wales  
  Biological Sciences, Health and Related Studies

  Dr Louise Lutze-Mann is a highly engaged and engaging teacher of molecular and cell biology who brings an infectious enthusiasm to her teaching in a diversity of contexts. She consistently works to stimulate critical thinking and independent learning in students and to show the application of problem solving in a research context. Her teaching innovations have primarily been aimed at improving the student experience by providing resources that allow students to explore and reflect on the scientific process, provide exposure to modern
techniques, enhance technical skills and underpin the understanding of theory. She has employed student-centred strategies in her teaching to enable students to think more like scientists, has innovated through using educational technology, and has countered resource constraints while deepening learning.

- **Dr Chris Tisdell**  
The University of New South Wales  
Category: Physical Sciences and Related Studies

Dr Chris Tisdell is Associate Dean of Science at The University of New South Wales (UNSW) who has inspired millions of learners through his passion for mathematics and his innovative online approach to maths education. He has created more than 500 free YouTube university level maths videos since 2008, which have attracted over 3.6 million downloads. This has made his virtual classroom the top ranked learning and teaching website across Australian universities on the education hub YouTubeEDU. His free online e-textbook, Engineering Mathematics: YouTube Workbook, is one of the most popular mathematical books of all time, with more than 900,000 downloads in over 200 countries. A champion of free and flexible education, he is driven by a desire to ensure that anyone, anywhere, at any time, has equal access to the mathematical skills that are critical for careers in science, engineering and technology. At UNSW he pioneered the video-recording of live lectures. He was also the first Australian educator to embed Google Hangouts into his teaching practice in 2012, enabling live and interactive learning from mobile devices. He has collaborated with industry and policy makers, championed maths education in the media and constantly draws on the feedback of his students worldwide to advance his teaching practice.

- **Dr Johanna Macneil**  
The University of Newcastle  
Category: Law, Economics, Business and Related Studies

Dr Johanna Macneil has pioneered the use of problem-based learning (PBL) in Human Resource Management (HRM) and Employment Relations (ER) education in Australia, developing curriculum, resources, and real world assessments to support the successful use of PBL by students and colleagues, and facilitating excellent student outcomes. Student satisfaction with the courses Johanna teaches has been consistently high during her seven years at The University of Newcastle. Students acknowledge the outstanding support and encouragement she provides for their learning and development: through constructive feedback, and through consistently demonstrated concern and respect for them as diverse and interesting individuals. Johanna has been a faculty and university leader in teaching and learning scholarship, designing and implementing good policy and practice in PBL and in the design of capstone courses, developing learning resources for use across Australia. She has received university and national teaching awards and been Convenor for several years of the Master of HRM Program, her success reflected in the very highest levels of student program satisfaction and impressive growth. Her impact on students' learning and their
professional development has been substantial, and her good relationships with students continue long after their graduation.

• **Dr Danny Liu**  
  **The University of Sydney**  
  Category: Early Career

Dr Danny Liu is passionate about cultivating scientific discovery and critical thinking skills in his students. Working with large undergraduate cohorts with diverse backgrounds and career trajectories, he has developed innovative technology enhanced and inquiry based teaching approaches to inspire and motivate a new generation of scientists. He has also led the large scale redevelopment of a number of first year biology courses, where his students work through a range of novel student-centric and inquiry driven learning activities that stimulate their curiosity and motivate them to develop deep scientific reasoning skills. In his teaching approaches, Danny emphasises the importance of student-student and student-instructor collegiality, leveraging technology to enhance communication in and out of the classroom, scaffolding programs to build student confidence, and grounding learning in authentic research-enriched contexts. He has received a number of university and national teaching awards, including a Vice-Chancellor’s Award for Outstanding Teaching, an Office for Learning and Teaching Early Career Citation for Outstanding Contributions to Student Learning, and an Australian Society of Plant Scientists Teaching Award.

• **Dr Leopold Bayerlein**  
  **University of New England**  
  Category: Early Career

Dr Leopold Bayerlein commenced his teaching career as a Lecturer in Accounting at the University of New England in 2011. Leopold's teaching aims to motivate and inspire students through his enthusiasm for learning. Within his teaching, Leopold uses a mentorship role to encourage the active participation of his students. He develops innovative learning materials through a continuous improvement process focused on achieving learning outcomes through identifying and addressing the development needs of students. Using this process, Leopold has developed a virtual internship approach to teaching that intermeshes proven teaching strategies with an immersive virtual workplace simulation. Throughout his teaching, Leopold provides students with timely and supportive feedback, and encourages the provision of student peer-support through communities of practice. His support for the holistic development of students through mentorship, critical discussion, and the provision of flexible study options extends beyond his own teaching. His innovative teaching methods and materials are widely recognised for their quality and have been shared nationally and internationally.
• **Associate Professor Tonia Gray**

*University of Western Sydney*

**Category:** Social Sciences

Over 25 years, Associate Professor Tonia Gray has sustained a record of excellence and scholarly contribution to the tertiary teaching and learning landscape. The cornerstone of her teaching philosophy is Experience Based Learning (EBL), a highly individualised technique for reflective instruction. Next generation teachers are placed in authentic learning settings and then guided through carefully structured reflection so they not only learn from experience, but also develop robust skills for self-examination and critique. These attributes form the basis of lifelong learning and are integral to students’ careers beyond university. Although unconventional, EBL is the signature of Tonia’s multi-award winning pedagogy. Immersive, high energy group interactions, punctuated by problem solving activities, storytelling, active listening and reciprocal respect, are the modus operandi of Tonia's work. This collaborative, introspective teaching method demands a supportive, safe and stimulating environment imbued with risk taking and vulnerability, by teacher and student alike. Her expertise and reputation resulted in Tonia being a NSW and Australian national curriculum consultant. With an unwavering commitment to enhancing the quality of teaching and learning, Tonia’s passion and innovation have made a longstanding contribution.

**QUEENSLAND**

• **Professor Stephen Colbran**

*Central Queensland University*

**Category:** Law, Economics, Business and Related Studies

For 25 years Professor Stephen Colbran has demonstrated an extraordinary capacity to engage, inspire and motivate undergraduate law students and teachers. He is well known across Australia for his passionate advocacy for online legal education, the scholarship of e-learning and teaching, and as a specialist in Civil Procedure (litigation). He has spent his career overcoming challenges faced by online learners, transforming legal education for the twenty-first century and engaging with students in preparation for their contemporary legal careers. Stephen has created the ‘ReMarks’ e-grading system; conducted research and published findings; delivered conference papers, workshops, and training at most Australian Universities; and transferred the system to educational institutions worldwide. He has a passion for developing interactive visual methods of legal education and effective learning resources, and providing better feedback and assessment as a driver for student learning. His research interests include Civil Procedure, podcasting, postgraduate research and supervision networks, e-grading systems, MOOCs, iTunesU, branching animation, digital flashcards and e-learning. In 2012, under his leadership the CQU Law degree became the first open access accredited law degree available via iTunesU. Stephen is recognised as an outstanding teacher achieving widespread recognition for his contribution to textbooks, electronic teaching resources and educational software.
• Associate Professor Leonie Rowan

Griffith University
Category: Social Sciences

Associate Professor Leonie Rowan is an imaginative, inspiring and scholarly teacher educator who works side by side with teachers of the future to develop their understanding of what quality teaching for diverse learners actually means: not just in theory, but also in practice. Drawing upon her extensive publication and research track record focused on student diversity and educational outcomes—including four competitive Australia Research Council grants and internationally celebrated books such as Transformative Approaches To New Technologies And Student Diversity In Futures Oriented Classrooms (2012)—she simultaneously defines and models quality teaching for diverse learners. For 20 years she has created learning environments that are intellectually demanding, but constructive and supportive and characterised by respectful relationships and opportunities to learn through 'hard fun'. Her unique teaching style has seen her nominated for university teaching awards by literally hundreds of students in the past five years. She received a Griffith Award for Excellence in Teaching (2010); an Australian Learning and Teaching Council citation for her outstanding contribution to learning and teaching in 2011; and, in 2013, was awarded the highly prestigious title of Australian Teacher Education Association: Teacher Educator of the Year.

• Associate Professor Rachael Field

Queensland University of Technology
Category: Law, Economics, Business and Related Studies

Associate Professor Rachael Field has made a significant and positive difference to the learning experience of law students at the Queensland University of Technology (QUT) and to law student learning nationally. She has achieved national and international standing in the academy as a law teacher and scholar of legal education who is dedicated to promoting law students' success and psychological wellbeing. Rachael supports students to develop a positive professional legal identity, particularly through the teaching of dispute resolution knowledge, skills and attitudes. Her innovative use of a conversational approach models authentic legal practice; challenges and supports students through dynamic classroom discussion; and develops important legal communication skills and positive professional attitudes. Rachael's teaching is informed by her significant portfolio of scholarly research and outputs. She has made important contributions to more than ten national learning and teaching projects, including the development of the Law Threshold Learning Outcomes. Through her Teaching Fellowship, Rachael developed strategies to promote the psychological wellbeing of law students, and established the national Wellness Network for Law. Her important and sustained contribution to legal education has been recognised at faculty, institutional, state and national levels, culminating in 2013 with the award of the title of Queensland Woman Lawyer of the Year.
• **Associate Professor Dann Mallet**  
*Queensland University of Technology*  
**Category:** Physical Sciences and Related Studies

Associate Professor Dann Mallet is an applied mathematician and mathematics educator with 15 years' experience teaching and building mathematical models of biological systems. His teaching philosophy is based on establishing exactly where students are located in their learning journey, joining them there, and guiding them through the obstacles on their individual paths. Recently, Dann has concentrated on two main areas: curriculum and classroom innovation to directly impact on student learning and capacity building of colleagues as a teaching leader at Queensland University of Technology (QUT); and nationally to increase the quality of maths learning experiences on a greater scale. His direct impact has involved motivating students through activities that are relevant in their lives, rather than through simply learning mathematics. Dann has developed curricula that connect to professions and the real world inspiring students to study mathematics. He contributes to academic capacity building at all levels: as mentor to early career academics at QUT, as a senior academic with faculty leadership responsibilities, and as leader of the Australian Mathematical Sciences Learning and Teaching Network. Dann's contributions have been recognised with AAUT citations (team in 2006 and individual in 2010), and with QUT Vice-Chancellor's Awards in 2007, 2010, and 2012.

• **Dr Susan Rowland**  
*The University of Queensland*  
**Category:** Biological Sciences, Health and Related Studies

As an educator who teaches biochemistry and molecular biology across all levels of the tertiary curriculum, Dr Susan Rowland has translated her love for research and science communication into innovative and successful courses and extra-curricular activities for her students. Her primary focus has been to help students develop their self-efficacy, and explore their own interests and understandings in science, while also building student connections with working scientists and professional scientific practice. Susan's work in science communication has been commissioned for a government education website and a national good practice guide. Her work in enhancing undergraduate access to genuine research experiences has been recognised with an Office for Learning and Teaching National Leadership for Excellence Program Grant. Susan works actively to mentor and develop the careers and capabilities of others in her community through publications, presentations, committee work, and journal editorships. She is an Australian leader in the Scholarship of Teaching and Learning in science.
• **Dr Janette McWilliam**

**The University of Queensland**  
Category: Humanities and the Arts

Over the last six years Dr Janette McWilliam has been inspiring students through her unique teaching methods, which foster a rich appreciation for ancient cultures at the foundation of western civilization. Her students engage with innovative and personalised web based language learning resources to learn Latin and Greek. They gain real world experience by participating in local and international work integrated learning and study tour programs in Ancient History and Museum Studies, and they undertake advanced research in Australia and Italy. Janette attends to the whole student experience; her approach has a profound impact on student learning outcomes, reflected in her students' success in coursework and research, in their employment in a diverse range of careers, and in winning places in international graduate schools and internship programs. She is also a highly sought after Research Higher Degree advisor, a recipient of a University of Queensland Award for Teaching Excellence, a Faculty of Arts Award for Teaching Excellence and numerous Faculty of Arts Most Outstanding Teacher Nominations. Janette’s language learning software, which has attracted national and international attention, is being adopted across two language programs. It not only improves learning outcomes positively, but also helps to make challenging courses fun.

**VICTORIA**

• **Associate Professor Kieran Lim**  

**Deakin University**  
Category: Physical Sciences and Related Studies

For Associate Professor Kieran Lim, everything is chemistry and chemistry is everything. He uses toys, songs and analogies to help overcome students’ fear of chemistry and to help motivate and inspire students to learn. Examples from everyday life illustrate chemistry concepts and make the subject relevant for students. He has been a member of national projects that have improved learning in both large classes and in laboratories. His innovative uses of videoconferencing, spread sheets and online quizzes have enhanced learning and are cited as exemplars of how technology can improve engagement and learning. Since the foundations of university education begin at school level, Kieran's accomplishments also extend to outreach activities for school students, and to professional development for their teachers, especially around the senior high school-university transition. He has been involved in the development of the school level Australian Science Curriculum and in the university level Academic Standards: Threshold Learning Outcomes for Chemistry. His developments and learning resources have been shared with colleagues and the wider academic community through refereed teaching and learning publications, invited conference presentations, and other media, and have been implemented in universities and schools in Australia, North America, UK, New Zealand and Asia.
Associate Professor Michael Calver
Murdoch University
Category: Biological Sciences, Health and Related Studies

Associate Professor Michael Calver's eclectic interests span entomology, history, literature, and music and contribute to make his biology teaching stimulating and fascinating and also unpredictable. Many students attend his classes not just to learn biology, but from sheer curiosity as to what he might do next. Michael's interests also inform his textbook writing and publications in peer reviewed educational literature. Murdoch University recognised Michael's teaching with a 25th Anniversary Special Service Medallion, Vice-Chancellor's Teaching Excellence Awards in 2001 and 2012 and a Vice-Chancellors award for Excellence in Research Supervision in 2005. In 2010 he was made a Fellow of the Royal Zoological Society of NSW for services to zoology (including teaching); in 2012 he received a Certificate of Recognition from the School Curriculum and Standards Authority (WA) for contributions to examining panels; and in 2014 he received an Open Universities Australia NOVA award for excellence in online teaching. Students contact him for professional advice after graduation and recommend him for community education roles. His teaching reputation also leads to invitations to speak or mentor.