



Australian Government
Department of Education and Training



Australian Awards for University Teaching

2016 Citations for Outstanding Contributions to Student Learning

Australian Catholic University

Dr Catherine Bell

For visual arts curriculum that prioritises studio-led research and develops professional competencies that empowers students to actively contribute to the creative sector upon graduation.

Dr Catherine Harrison

For leadership and innovation in curricula development and the design of educational services and resources that demonstrate a strong command of early childhood education.

Mr Anthony Whitty

For creating an authentic learning experience that integrates scientific principles and professional experiences to enhance the employability of exercise science graduates.

Bond University

Ms Caroline Graham

For facilitating inspiring national publishing opportunities for journalism students that place them at the forefront of industry innovations, develop employability skills and engage with industry.

Dr Baden U'Ren

For creating industry-engaged entrepreneurship curriculum and services enabling all Bond business students to design real world innovative ventures before graduating thus enhancing their employability.

Central Queensland University

Dr Michael Cowling

For innovative use of educational technology in information systems and other disciplines to engage students and develop their complex multi-step problem solving skills.

Educational Technology Team, Mr Colin Beer, Mr Damien Clark and Mr Rolley Tickner

For a creative and collaborative approach to the design and implementation of innovative technological resources that have positively influenced curriculum design, student learning and engagement.

Dr Julie Fleming

For enhancing academic staff learning and improving the quality of teaching practice across campuses through outstanding leadership and coaching in academic development.

Mrs Trixie James

For excellence in motivating, inspiring and enabling students to realise their potential and gain a passion and thirst for knowledge through innovative teaching approaches.

Charles Sturt University

Dr Tamara Browne

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

Ms Cassily Charles

For innovative online programs for research students, which support their research writing, enable genuine community peer learning and professional development, across disciplines and wide distances.

Dr Angela Fenton

For inspiring pre-service teachers to engage with complex issues of child protection and development using an innovative strengths approach to teaching and learning.

Dr Laura McFarland

For sustained excellence in scholarship in early childhood education that enhances student learning by connecting research, families and communities.

Curtin University

Dr Jonathan Paxman

For approaches to research-integrated teaching, support for student activities, and outreach that build the confidence, motivation and identities of citizens and engineers of the future.

Dr Rachel Sheffield

For creating and sustaining interactive, community-focused learning design and spaces to support the development of teachers and student teachers professional identity in science education.

Deakin University

Deakin Interprofessional Education Team, Mrs Sherryn Evans, Mrs Catherine Ward and Ms Nicole Shaw

For developing, implementing and sustaining a globally unique, wholly online, interprofessional education unit for students from seven different health professions.

Dr Glenn Wadley

For leadership in implementing a suite of innovative active-learning approaches that have enhanced student learning in undergraduate physiology and in Honours research training.

Federation University Australia

Dr Monica Green

For outstanding innovation and leadership that promotes place-based community pedagogies and partnerships as, part of high quality teaching and learning for pre-service teachers.

Dr Lauren Petrass

For fostering physical education pre-service teachers' passion for learning by promoting a positive learning community and implementing authentic assessment that motivates and inspires.

Dr Jessica Reeves

For a focused contribution towards innovative sustainability education and a positive student experience that extends beyond the classroom and integrates into the broader community.

Flinders University

Dr Chris Brebner

For innovation, leadership and sustained teaching excellence in integrated curricula that leads to the development of competent, work-ready speech pathology graduates.

Flinders Early Childhood Team, Associate Professor Susan Krieg, Dr Jess Jovanovic, Ms Jennifer Fane, Dr Virginia Kinnear and Dr Yarrow Andrew

For an inquiry-based work integrated learning approach, at individual subject and whole of course curriculum design, for an early childhood Bachelor of Education.

Flinders Legal Advice Clinic, Ms Deborah Ankor, Mrs Tania Leiman, Dr Susannah Sage-Jacobson and Ms Jocelyn Milne

For creating inspirational and transformative clinical legal education that motivates students to develop an ethical professional identity, while acquiring high quality practical skills.

Associate Professor Karen Orr Vered

For leadership in pedagogy that moves literacy development from the margins, to the core, of student learning experience and teaching practice - making writing 'everyone's business'.

Associate Professor Shane Pill

For the development and implementation of an innovative and robust pedagogical approach for the teaching and coaching of sport: 'Play with Purpose' - developing the thinking player.

Griffith University

Professor Mark Brimble

For strategic leadership of the financial advice profession and the emerging discipline of finance and financial planning in Australia.

Professor Gemma Carey

For transforming the teaching and assessment of music pedagogy both nationally and internationally.

The Griffith Community Internship Program Team, Ms Carol-Joy Patrick, Mr Ben Cameron, Ms Catherine Longworth and Ms Bernadett Dobos

For the Griffith Community Internship: an innovative whole-of-university approach for developing our students' employability and civic engagement.

Professor Richard John

For leadership in STEM education and the sustained faculty-wide enhancement of university science students' experience of learning and teaching quality.

Associate Professor Suzzi Owen

For leading 'Go Health Go Griffith': an innovative educational partnership facilitating the aspirations and capabilities of high school students from diverse backgrounds for careers in health.

Professor Anne-Marie Tiernan

For developing the capability of emerging public sector leaders and the quality of government, through industry-engaged and research-led learning in policy analysis.

James Cook University

Dr Constantin Constantinoiu

For arming future veterinarians against an ever-adaptable foe: inspired parasitology curriculum and resources that capture the beauty (and terror) of parasites in the tropics.

Dr David Holmes

For Designing Excellence: empowering mechanical engineers through an intentional industry driven curriculum that assures professional readiness in highly employable graduates.

Veterinary Sciences Early Career Teaching and Development Team, Dr Sandra De Cat, Associate Professor John Cavalieri, Dr Elizabeth Parker, Associate Professor Gary Hamlin, Mrs Blaise Webster, Professor Lee Fitzpatrick and Dr Glen Walker

For developing a sense of self and professional identity: successfully transitioning veterinary students through intentional curriculum design.

La Trobe University

Ancient Mediterranean Studies Digital Humanities Team, Dr Rhiannon Evans and Ms Sarah Midford

Revitalising ancient Rome: engaging and enthusing diverse student cohorts to explore the contemporary value of antiquity, utilising accessible, digital and learner-centred resources.

Dr Sue Gillett

For implementing a regional, industry-partnership curriculum that embeds arts and communication subjects into festivals and exhibitions, providing students with experiential learning and developing employability.

Dr Suzane Vassallo

For transforming orthoptic students' learning of optics through curriculum redesign grounded in Enquiry Based Learning and supported via authentic contemporary case studies and innovative multimedia.

Macquarie University

Dr Rowan Tulloch

For an innovative teaching approach, using video game logics and mechanics, that improves student engagement, and increases their confidence, competence and motivation.

Monash University

Dr Norman Do

For exceptional commitment and contributions that inspire students at all levels to pursue mathematics and to appreciate its nature, beauty and power.

Dr Kathleen Neal

For motivating and inspiring students of medieval history through team-based teaching and assessment, that promotes student transition and enhances employability, and mentors future educators.

Dr Claire Palermo

For improving the preparation of dietitians for practice by impacting nationally on dietetics course assessment practices and national performance standards.

Murdoch University

Ms Caroline Browne

For motivating and inspiring undergraduate nursing students to explore nursing and culture in a global setting through facilitating international learning experiences.

Dr Martin Hopkins and Ms Prue Andrus

For the development and implementation of an immersive scenario based simulation program into an undergraduate nursing curriculum to prepare students for real clinical environments.

Queensland University of Technology

Dr Ruth Bridgstock

For sustained evidence-based leadership and innovation in curriculum development and delivery, to build students' 21st century capabilities and enhance graduate employability in creative disciplines.

Mrs Michelle Fox

For sustained commitment to supporting international students' and sessional academics' transitions, through innovative approaches to reflective practice that orient, inspire and empower learners to succeed.

Associate Professor Gene Moyle

For leading the dance: transforming the learning and teaching culture among dance students and staff through curriculum innovation, scholarly inquiry and strategic collaborations.

Professor Larry Neale

For leading authentic and sustainable learning and teaching innovations that facilitate business students' job readiness within Australia and globally.

Associate Professor Deborah Starkey

For sustained leadership in the teaching of medical imaging by developing innovative course-level curricula and resources, and high quality authentic learning experiences through partnerships.

RMIT University

Associate Professor Craig Batty

For building an innovative peer-to-peer pedagogy for creative writing research degree candidates, enabling them to transform from creative practitioners into creative practice researchers.

Dr Christopher Cheong

For implementing a student-centred, technology-enhanced and research-informed problem identification and solving approach to improve students' learning experiences and outcomes.

Associate Professor Clifford Da Costa

For developing engaging learning environments for statistics students, with a non-mathematical background, that promotes self-directed learning and an appreciation of statistics in their lives.

Southern Cross University

Associate Professor Marilyn Chaseling

For creating a capstone unit that empowers Bachelor of Education (Primary) pre-service teachers to launch their teaching careers.

Swinburne University of Technology

Communication Student Forum Committee, Mr Michael Watson, Dr Robert Gill, Mr Ross Monaghan and Dr Paul Adams

For the development of a collaborative, multi-institution, student education forum that enables graduating communication students to engage directly with industry to improve employability skills.

Dr Daniel Eldridge

For the implementation of immediate automated revision of introductory chemistry, as a means of getting the study cycle started.

Ms Lucia Miceli and Ms Lynette Zeeng

For restructuring design education assessment to provide staged, formative and summative feedback in order to support students to apply theory to their practice.

Dr Nicole Wragg and Dr Carolyn Barnes

For creating an enabling pedagogical model for professional design education, to enrich Honours students' typographic practice and design outcomes through the inclusion of research literacy.

The Australian National University

Mr Jeremy Smith

For leadership in the field of engineering through the development of a sector-leading enriching student humanitarian pathway at ANU.

Dr Joanne Wallis

For innovative and interactive approaches to security education that provides students with an enriching experience and prepares them for a competitive workforce.

Dr Alexandra Webb

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

The University of Adelaide

Dr Natalie Edwards

For the development of a new curriculum built around an e-learning environment, which has significantly increased student success and retention in first-year French.

Foundations of Chemistry Team, Dr Natalie Williamson, Professor Greg Metha, Dr David Huang and Dr Stephen Bell

For restructuring the first year chemistry pathway to provide students, with limited chemistry knowledge, a supportive learning environment that encourages engagement and academic excellence.

Dr Dimitra Lekkas

For leading cultural change in approaches to the dental clinical student learning environment, through the provision of outstanding support of sessional staff.

The University of Melbourne

Associate Professor Deborah King

For impacting student success through the development and dissemination of innovative teaching and assessment practices in large enrolment mathematics classes.

The University of New South Wales

Dr Rebecca LeBard

For engaging students in the practice of 'being a scientist' and taking a scholarly approach to helping students overcome obstacles in learning scientific inquiry.

LionsHeart, Dr Alberto Motta and Dr Isabella Dobrescu

For leadership and innovation that has transformed the teaching of economics, inspiring multidisciplinary first-year students via immersive experiential learning and empowering them to succeed.

Dr Leila Morsy

For influencing, inspiring, and motivating university students to become transformative secondary school teachers through realistic, case based, simulation learning experiences in a caring, university classroom-based environment.

Dr Nalini Pather

For embedding dialogue and reflection as integral to learning anatomy in a blended environment, that promotes inquiry-driven application of concepts to authentic life scenarios.

The University of Newcastle

Dr Jesper Gulddal

For developing an innovative thematic approach to teaching literary theory to undergraduate students that has consistently achieved excellent learning and outcomes.

Dr Bonnie McBain

For developing innovative curricula for students, providing resources and services to improve teaching, and providing national and international leadership in teaching for sustainability.

Mr Sean Sadler

For the use of interactive, research-driven methods of teaching to inspire and motivate students to engage with the podiatry program and become lifelong learners.

Ms Gail Tillman

For innovation in the provision of online Aboriginal studies to a diverse cohort, that empowers critical student reflection and cultural competence.

The University of Notre Dame

Anatomy Approach Team , Professor Sankar Sinha, Dr Mohammed Ali Malik, Dr Gerard Ahern and Associate Professor Peter Clyne

For successful implementation of student-centred learning of clinical anatomy through innovations utilising blended learning, near-peer tutoring, integrated workshops and collaboration by pathologists, radiologists and surgeons.

Mrs Susan Edgar

For implementing and promoting life-long wellness and self-management strategies to enhance the mental health, confidence and emotional wellbeing of physiotherapy students on clinical placement.

The University of Queensland

Dr Saiied Aminossadati

For creating enhanced learning environments that engage engineering students in meaningful tasks which emphasise the link between education, research and industry.

Dr Lance Newey

For transforming business school students into agents of social change and impact: connecting business pedagogy with community wellbeing.

Dr Phil Orchard

For inspiring and engaging political science students with an experiential learning curriculum including simulations which are designed to prepare them for real world challenges.

Professor Kenneth Pakenham

For 'Caring for Self to Care for Others': scholarly leadership in integrating self-care into a psychotherapy curriculum that builds resilient clinicians able to relieve human suffering.

Dr Judith Seaboyer

For developing sustainable, feedback-rich, technology-assisted assessment strategies that markedly increase pre-class reading, engagement and learning, and foster pleasure in literary studies.

The University of Sydney

Professor Christopher Dickman

For inspirational guidance of research students, using field locations as a natural laboratory to provide unparalleled insights into animal ecology and foster critical and ethical thinking.

Dr Andrew Lane

For creating and fostering a cultural environment that enhances learning, by inspiring medical students to develop cognitive resilience and collegiate critical reflection for professional practice.

Nepean Clinical School , Associate Professor Emily Hibbert, Professor Tim Lambert and Ms Sarah Whereat

For developing and implementing a transferable, time efficient educational strategy that enables health students to rapidly attain competence in clinical endocrinology skills.

The University of Western Australia

Associate Professor Paul Abbott

For 25 years of pioneering design and development in teaching computational science to scientists and engineers using real-world problems, across all year levels.

Professor Farid Boussaid

For sustained and outstanding commitment to creating inclusive and authentic learning environments, that actively engage electronic engineering students in contextually grounded learning experiences.

Ms Penny Carruthers

For creating engaging, challenging, contemporary and inspirational learning environments and for supporting learning for all law students by promoting broader student experiences.

University of Canberra

Assistant Professor Rachel Bacon

For innovation, leadership and scholarship in Work-Integrated Learning: increasing placement capacity, challenging assessment practices and preparing graduates for future workforce and industry agendas.

University of New England

Dr Sujana Adapa

For designing and developing experiential learning opportunities with interactive teaching resources in marketing units to systematically augment distance students' engagement and learning experience.

ICT Education Unit Coordination Team, Dr Mitchell Parkes and Dr Peter Fletcher

For the creation and delivery of an innovative, research-based, e-learning environment in ICT Education that enhances the student experience.

Ms Jacqueline Reid

For leadership and scholarship that has enhanced the teaching practices of STEM academics, resulting in enriched student learning experiences.

Dr Erica Smith

For successfully improving the confidence and achievement of first year chemistry students through inspiring, motivating and innovative teaching, improved curriculum and empathetic student support.

Dr Tristan Taylor

For developing innovative teaching approaches that support and motivate students who are learning challenging and unfamiliar material in blended and online learning environments in law and classical languages.

University of South Australia

Dr Lois McKellar and Ms Cathy Kempster

For leading the development of a sustainable model of tailored support and innovative resources to enhance the clinical learning experience for midwifery students.

Dr Nayana Parange

For fostering sustained, authentic learning among tomorrow's obstetric and gynaecologic sonographers in a fully online postgraduate course.

University of Tasmania

Dr Tracey Muir

For sustained commitment to enable pre-service teachers to connect their studies, professional practice and profession, through innovative and scholarly activities in mathematics education.

Dr Tina Botwright Acuña

For leadership in assessment practice and the development of national academic learning and teaching standards, to inform curriculum design and enhance student learning outcomes.

Dr Rajaraman Eri

For enabling learning through a sustained commitment to linking research and teaching with innovative methods that enhance and inspire independent thinking.

Dr Susan Bartie

For creating well-crafted and imaginative resources that facilitate student-centred and highly interactive learning in law.

University of Technology, Sydney

Dr Jurgen Schulte

For providing individual student support and authentic, adaptive learning, in a 'whole system' curriculum development approach, to enhance student engagement and learning in science.

UTS HELPS (Higher Education Language and Presentation Support), Mr Andrew Pyke, Ms Sang-Eun Oh, Mr Joseph Yeo, Ms Georgina Barratt-See, Mr David Sotir, Ms Mary-Ann McDonald, Mr Jonny Wells, Ms Marlene Blackwood, Ms Sarah Ellis, Ms Jessica Tello, Ms Carol Charman, Ms Christine Vella, Ms Erika Ceballos, Ms Fotini Sidiropoulos, Ms Glen Geor, Mr John Sultana, Ms Julie Hartigan, Ms Linda Ozers, Ms Robyn Taylor, Ms Susan Merhi, Ms Susanne Heuberger, Ms Tricia Turnbull and Ms Cynthia Vyshni Vaikunthan

For the development of language and academic literacy through positive, student-centred experiences, to enhance confidence and independent learning.

UTS First Year Experience Team, Dr Kathy Egea, Associate Professor Jo McKenzie, Ms Vicki Bamford, Associate Professor Jonathan Tyler, Ms Joanne Kinniburgh, Ms Sally Inchbold, Ms Lisa Townsend, Ms Maxine Evers, Dr Yvonne Davila, Associate Professor Alison Beavis and Emeritus Professor Anthony Baker

For supporting student transition and success through engaging academic and professional staff in curriculum innovation and collaborative communities.

Dr Mark Watsford

For developing highly-skilled, work-ready sport and exercise science graduates, through industry-based curriculum design and practice-oriented activities that inspire learning.

University of the Sunshine Coast

Dr Athena Lathouras

For an inspiring community-development approach to education, taught with a passion for social justice, that enables social work students to become agents of change.

Mr Ratna Paudyal

For collaborative, student-centred, dialogic teaching and pastoral care, that develops self-efficacy and social capital in business students, particularly underrepresented students, facilitating their transition to employment.

University of Wollongong

Mr Roy Brown

For leadership in the development and implementation of the Nursing Competency Assessment Schedule (NCAS), which enhances student learning and assessment in clinical practice.

Dr Belinda Gibbons

For pioneering the design, development and implementation of an interdisciplinary experiential learning environment, as a means of embedding responsible decision-making in business higher education.

Victoria University

Dr Julie Fletcher

For developing and teaching an innovative, inclusive first-year unit that embraces student diversity, experience and voice, to inspire, motivate and enable non-traditional students.

Dr Kathy Tangalakis

For enhancing learning and teaching of bioscience and the overall student experience for diverse commencing student cohorts undertaking biomedical and health sciences.

University of Western Sydney

Professor Craig Gonsalvez

For enhancing placement outcomes and experiences for psychology students through competency based supervision, training and assessment.

Dr Vincent Ho

For inspiring medical and health students by implementing clinically relevant, novel teaching approaches and curricular innovations that enhance the student learning experience.

Western Sydney University Japanese Language Team, Dr Xiangdong Liu and Dr Satomi Kawaguchi

For developing and delivering an inspiring Japanese language program, that maximises students' engagement, learning and achievement, through relational teaching, collaborative learning and innovative multimedia resources.