Contents

MESSAGE FROM THE MINISTER 3
AUSTRALIAN CAPITAL TERRITORY 4
  Australian Catholic University 4
  The Australian National University 4
NEW SOUTH WALES 4
  Charles Sturt University 4
  Macquarie University 4
  Southern Cross University 5
  University of New England 5
  The University of Newcastle 5
  The University of New South Wales 5
  The University of Sydney 5
  University of Technology, Sydney 6
  University of Wollongong 6
SOUTH AUSTRALIA 7
  Flinders University 7
  University of South Australia 7
  The University of Adelaide 8
WESTERN AUSTRALIA 8
  The University of Western Australia 8
  Curtin University 9
  Edith Cowan University 9
  Murdoch University 9
QUEENSLAND 9
  Bond University 9
  Central Queensland University 9
  Griffith University 10
  James Cook University 10
Queensland University of Technology 11
The University of Queensland 11
University of the Sunshine Coast 11
University of Southern Queensland 12

VICTORIA
La Trobe University 12
Deakin University 12
Monash University 12
Swinburne University of Technology 13
RMIT University 13
The University of Melbourne 13
Federation University 13

TASMANIA
University of Tasmania 14
It is with great pleasure that I extend my congratulations to each of the 89 individuals and teams recognised this year as recipients of 2017 Citations for Outstanding Contributions to Student Learning, through the Australian Awards for University Teaching.

This year’s Citations again highlight the capacity of the Australian higher education sector to produce individuals and teams who collaborate, innovate, and inspire students to learn. It is entirely appropriate that we acknowledge and celebrate your accomplishments in delivering a richer, more engaging, experience for students.

Work-integrated learning and the development of employability skills are widely recognised in this year’s Citations, reflecting increased cooperation between universities and employers. We also recognise excellence in health and medical education, including important work in Indigenous health and the preparation of medical students to serve rural communities.

On many occasions recently I have made mention of the world-class higher education system that we have in Australia, and its key role in education as our third largest export industry. This status is built upon the hard work of dedicated academic, general and professional staff in our universities, such as those showcased in this booklet.

I commend the recipients of 2017 Citations for Outstanding Contributions to Student Learning on your achievements and, together with the Department of Education and Training, thank you for your continuing contribution to higher education teaching and learning.

Senator the Hon Simon Birmingham
Minister for Education and Training
Dr Neil Harrison
For leadership and innovation in curricula development that ensures the inclusion of local Indigenous community knowledge in urban locations in teacher education.

Ms Corrinne Sullivan
For the development of a transformative and motivating learning space in Indigenous Studies that has inspired students to critically and sensitively reflect on their perspectives and world views.

Dr Kira Westaway
For the creation of effective earth science learning environments that support different learning styles and positively impact on the student experience.

TIER - Training and Inspiring Educators in Research
For influencing the personal development, career prospects and learning experiences of students at all tertiary levels through a dynamic and sustainable multi-tier mentoring program.

Dr Ryan Goss
For empowering students to engage with some of the most significant questions for our democracy through the development of innovative and stimulating curricula and resources.

Professor Emily Banks
For outstanding leadership within epidemiology and public health and for the development of an innovative team and systems-based approach to student supervision.

Dr Louise Pemberton
For facilitating success in biomedical science through the Science Learner Engagement with Great Outcomes (SciLEGO) creative learning activities.

Mr Timothy Hatfield
For engaging and inspiring psychology students as fellow explorers and implementing creative learning activities that promote self-reflection, playful competitiveness and deep engagement.

Dr Matthew Brookhouse
For overcoming barriers to statistics education through the design and implementation of immersive and transformative curricula and resources that have real-world relevance.

Dr Leigha Dark
For taking a scholarly, collaborative approach to the design, implementation and evaluation of authentic multimodal learning to enhance student engagement within the Speech Pathology discipline.

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

TIER - Training and Inspiring Educators in Research
For influencing the personal development, career prospects and learning experiences of students at all tertiary levels through a dynamic and sustainable multi-tier mentoring program.

Charles Sturt University
Dr Matthew Brookhouse
For overcoming barriers to statistics education through the design and implementation of immersive and transformative curricula and resources that have real-world relevance.

Dr Louise Pemberton
For facilitating success in biomedical science through the Science Learner Engagement with Great Outcomes (SciLEGO) creative learning activities.

Australian Catholic University
Dr Leigha Dark
For taking a scholarly, collaborative approach to the design, implementation and evaluation of authentic multimodal learning to enhance student engagement within the Speech Pathology discipline.

Dr Neil Harrison
For leadership and innovation in curricula development that ensures the inclusion of local Indigenous community knowledge in urban locations in teacher education.

Ms Corrinne Sullivan
For the development of a transformative and motivating learning space in Indigenous Studies that has inspired students to critically and sensitively reflect on their perspectives and world views.

Dr Kira Westaway
For the creation of effective earth science learning environments that support different learning styles and positively impact on the student experience.
Dr Rob Garbutt
For enabling students in the arts and social sciences to successfully make the transition into university culture as beginner students and as beginner researchers.

Associate Professor Anne-Marie Morgan
For implementing a network-building online ‘collaborative community of learners’ in languages education as a model for professional practice for teaching languages in Australian schools.

Dr Sarah Lawrence
For developing a Latin program that caters to the needs of online students, effectively scaffolds student learning and creates a strong, supportive community of practice.

Mr Shaun McCarthy
For infusing a live client and experiential learning ethos into the study of law and enhancing student work integrated skills as they transition to the workplace.

Associate Professor Gigi Foster
For invigorating economics education and informing higher education policy through national leadership on academic standards, widespread community engagement, innovations in teaching and rigorous policy-relevant research.

Dr Lauren Kark
For promoting global citizenship by creating domestic and international programs that enable engineering students to genuinely contribute to improving healthcare provision in the developing world.

Dr Louisa Smith
For the design, development and implementation of research-led accessible and innovative teaching and learning resources in the field of disability studies.

Dr Pramod Koshy
For the development and implementation of a teaching strategy of complementary content and style to enhance student learning in multidisciplinary science (academic) and engineering (industrial).

Associate Professor Mark McEntee
For enabling student enquiry in diagnostic imaging through an innovative and media-rich learning environment that provides multi-stage feedback on learning activities.

The University of Sydney Health Collaboration Challenge Team
For innovation in interprofessional learning for health students using videography and peer assessment.
Associate Professor Brendon O’Connor
For making a difference in students’ lives by teaching US Politics and Interdisciplinary Studies in a clear, comprehensive and creative manner.

Associate Professor Rosanne Quinnell
For sustained contributions to designing and developing innovative, flexible e-learning tools to inspire engagement with the complexity of botanical systems.

Dr Amanda White
For developing and delivering an innovative curriculum and resources to make the study of auditing accessible and engaging for undergraduate accounting students.

Dr Stephen Woodcock
For development of curricula and resources to foster enquiry-oriented and research-inspired thinking in the applied mathematical sciences.

Nursing and Midwifery: Indigenous Professional Capability
For developing Indigenous professional capabilities as every nursing and midwifery student’s business: innovating student learning through distributed leadership and active collaboration.

Associate Professor Shady Cosgrove
For inspiring creative writing students to develop a resilient (re-)writing practice beyond formal assessment that relies on feedback and ‘failing better’.

Chemistry First Year Experience Team
For creating successful pathways for large, diverse student cohorts taking undergraduate science degree programs.
Ms Gabriella Bisetto
For implementing a suite of learning experiences that enables students to graduate as successful glass artists with commensurate industry skills and professional knowledge.

Recovery Camp
For influencing and enhancing student learning through Recovery Camp: an immersive workplace experience shared with people with a mental illness.

Flinders NT
For facilitating quality workplace-based supervision practice for health professionals in remote locations through development and provision of context-responsive inter-professional training and peer review resources.

Environmental and Geospatial Sciences Program Team
For transforming field-based teaching of Environmental and Geospatial Science and the attainment of critical field skills through immersive digital visualisations.
Dr Sally Plush
Sustained commitment to improve learning and self-confidence through peer learning strategies which support a scaffolded approach to deep scientific learning.

UniSA HDR Supervisor Development Team
For a sustained and outstanding contribution to research degree supervisor development and the development of a method for measuring the impact of supervisor professional development.

The BEST Team
For the BEST approach: enhancing learning and teaching through a sustained colleague development program.

Professor Michael Liebelt
For leadership and innovation in the development of curricula and pathways in professional engineering education designed to improve flexibility and choice for students.

Associate Professor Denese Playford
For developing and leading innovative medical education programs using transformative learning experiences to inspire and prepare students to serve rural and disadvantaged people.

Associate Professor Cosimo Faiello
For influencing, motivating and inspiring postgraduate engineering students studying sustainable project management to make a long-lasting positive impact throughout their career.

Dr Bonnie Thomas
For sustained commitment to student learning through empathetic, caring and intuitive teaching that allows students to feel safe and supported in their learning of French.
Associate Professor Anita Bowman
For developing a landmark curriculum for sonographer education which engages, empowers and enables undergraduate students to apply practical skills in the clinical context.

Dr Peter le Breton
For inspiring students to find and pursue their callings by nurturing a love of learning, demystifying criticality and literacy, modelling a ‘growth’ mindset and building self-efficacy.

Assistant Professor Christian Moro
For developing innovative technology enhanced curriculum, experiential visualisation tools and resources that positively impact medical and biomedical students’ learning and application of physiology and anatomy.

Associate Professor Anita Bowman
For developing a landmark curriculum for sonographer education which engages, empowers and enables undergraduate students to apply practical skills in the clinical context.

Dr Celeste Lawson
For producing work-ready graduates by developing and implementing innovative best practice teamwork assessments, that motivate, inspire and retain students.
Dr Kevin Larkin
For motivating and inspiring future teachers to overcome their anxiety with mathematics and to develop their teaching skills as creative, motivated and knowledgeable mathematics educators.

Mrs Alison White
For implementing an employability framework using innovative teaching and curriculum design elements that supports clinical physiology students to develop their professional identity and clinical proficiency.

Dr Sean Horan
For scholarly design and innovations in physiotherapy learning and teaching that promote engagement and professional capability in students.

Professor Jenny Gamble
Leading midwifery education for transformative change in the provision of maternity care: a story of vision, partnership and research-led innovation.

Mrs Alison White
For implementing an employability framework using innovative teaching and curriculum design elements that supports clinical physiology students to develop their professional identity and clinical proficiency.

Dr Sean Horan
For scholarly design and innovations in physiotherapy learning and teaching that promote engagement and professional capability in students.

Student Success Coaching Program
The Student Success Coaching Program: a targeted institutional strategy for supporting the early engagement, academic success and retention of commencing at-risk students.

Dr Margaret Anne Carter
Connecting, Communicating, and Counselling Wisely: Delivering a Transformative and Ethical Community of Inquiry approach in the Guidance and Counselling Program.

Dr Janice Lloyd
‘Less stress for pets at Vets’: Constructing an authentic learning environment that inspires future veterinarians to incorporate animal welfare into everyday practice.

Ms Sandra Downing
Enhancing the postgraduate experience by engaging students in online learning and embedding employability through curriculum design, authentic assessment and networking.

Ms Jodie Maxfield
A brave new world in Accounting: Changing curriculum design to support learning outcomes and improve student retention in first year accounting.
Professor Fiona Naumann
For sustained leadership in transitioning Exercise Physiology towards competency-based education through curriculum innovation, scholarly inquiry and strategic collaborations with the profession and universities.

Dr Deanna Grant-Smith
For teaching a politics of hope and possibility to promote sustainability and social justice in the professional practice of tomorrow’s business leaders.

Associate Professor Nicolas Suzor
For inspiring teaching and transformational mentoring that helps law students flourish through real-world engagement, meaningful choices and knowledge co-creation shared as accessible resources.

Professor Anthony Cassimatis
For leadership, innovation, scholarship and the creation of a global network of international lawyers to guide and inspire students to achieve excellence and career success.

Dr Lisa Fitzgerald
For challenging and supporting public health students through a learning journey to gain a deeper understanding of the social determinants of health.

Dr Poh Wah Hillock
For a mathematics support program that improves student success by building confidence and fostering hard work and perseverance through participation in a community of practice.

Communication and Thought Core Course team
For a collaborative team approach that provides an exemplary first tertiary education experience through constructively-aligned curriculum and resources informed by scholarship and evaluative practice.
Agricultural Sciences Teaching Team

Power of the personal:
Development of a flipped 1st-year animal and agricultural sciences subject offering an engaging and authentic curriculum to diverse student cohorts.

Dr Richie Barker
For excellence in developing innovative curricula that enhances the employability of public relations students by bringing current, authentic industry projects and practitioners into learning environments.

Dr Russell Anderson
Inspiring students toward scientific computing skill development by demonstrating live programming and interactive visualisations in physics lectures.

Dr Dianne Jones
For facilitating students’ development as job-ready professionals, with the capabilities to flourish in journalism and media roles and thrive in a competitive industry.

Dr Deborah Jackson
For excellence in the development, teaching and leadership of an innovative Maths Skills Program that addresses diverse student needs in Science, Health and Engineering disciplines.

Dr Michèle Verdonck
For enabling occupational therapy students to do, to be, to become and to belong through innovative pedagogy and effective use of technology.

Ms Suzanne Maloney
For inspiring accounting students to realise their professional expertise by developing empathy to help them connect with people on real world issues through story telling.

Dr Kirsten McLean
For creating an inclusive learning environment that motivates and inspires diverse cohorts of sociology students studying human sexuality, enhancing achievement and the overall student experience.

Dr Julia Choate
For developing, implementing and evaluating student-centred active learning strategies that engage biomedical, medical, nutrition and science undergraduates and enhance their learning of Physiology.
Dr Jonathan McIntosh  
For motivating and inspiring learning in students of ethnomusicology through teaching and assessment that promotes embodied learning and the development of transferable scholarly skills.

Dr Jamie Walvisch  
For the creation of technologically augmented, student-centric teaching approaches that enhance the learning and engagement of law students.

Dr Reza Tajaddini  
For the development and implementation of a blended learning approach to teaching accounting that produces significant improvements in the international post-graduate student learning experience.

Dr Sabina Sestigiani  
For creating an engaging, inspiring and effective approach to Italian Studies using theatrical performance to provide authentic language learning and assessment.

Dr Nicky Eshtiaghi  
For a creative, adaptive and inclusive approach that enables diverse chemical engineering students to become successful learners and develop into ethical professionals.

Dr Jason Ivanusic  
For leadership in anatomy teaching that provides innovative, engaging and internationalised learning experiences for students of biomedical sciences.

Ms Shawana Andrews  
For demonstrating sustained excellence in developing an Indigenous curriculum as a lecturer in Indigenous health within the health sciences.

Dr Antonette Mendoza  
For outstanding leadership and innovation in enhancing academic teaching and for sustained teaching excellence, linking research and innovative pedagogies, resulting in enriched student-learning experiences.

Associate Professor Singarayer Florentine  
For the development of highly innovative curricula and practical experiences in the field of restoration ecology, linked to high-quality work readiness student outcomes.

RMIT Cinema Studies major team  
For development and facilitation of an innovative, flexible and applied Cinema Studies major that empowers students from diverse disciplines to become critical thinkers and practitioners.

The University of Melbourne

Federation University
Professor Rob White
For establishment and development of the first-ever criminology program in Tasmania, interacting with and positively contributing to the criminal justice system in this State.

Ms Nicole Herbert
For leading the design, development and delivery of an industry-engaged curriculum that integrates professionalism with technical skills to enhance the employability of ICT graduates.

Dr Darren Pullen
Continuously inspiring student self-growth and learning through independent problem-based learning strategies that enable students to become the educators that they aspire to be.