

## GOOD PRACTICE RESOURCE BANK

<b>Students are at the heart of our University</b>				
<a href="#">Case Study - 1st year Medicine</a>	The medicine program has a fairly unique setup encompassing its course design and support programs that effectively eases students' transition into University and Medicine, and throughout the first three years of the course.	Dr Teresa O'Connor Senior Lecturer Academic Support with the School of Medicine and Dentistry	<ul style="list-style-type: none"> <li>~ Predicting students potential for academic risk</li> <li>~ Specific support systems</li> <li>~ Identifying students at risk</li> <li>~ Monitoring students at risk and student advocacy</li> <li>~ Using student feedback to inform the program</li> </ul>	<b>Diagram 1:</b> Medicine students are embedded into a culture of support throughout the first three years of the course within the School of Medicine
<a href="#">Poster Q &amp; A</a>	'For the development of transformative pedagogies through 'courageous conversations' within the cultural interface to motivate student engagement and promote reconciliation'.	Ms Sharon Moore and Ms Lyn Ireland (Mackay) - School of Indigenous Australian Studies ( <a href="#">Citation</a> )	<ul style="list-style-type: none"> <li>~ Motivation for Citation</li> <li>~ Key elements of teaching practice</li> <li>~ Future directions for teaching practice</li> </ul>	2012 AAUT Citation Winners <i>for Outstanding Contributions to Student Learning</i>
<a href="#">Video</a>	The Indigenous Student Mentor Program fosters a genuine attempt to improve Indigenous student participation and retention through making accessible an appropriate system of support that is holistic in its integration of support at JCU.	Melissa Mallie, Indigenous Mentor Administrator Teaching and Learning Development (TLD)	<ul style="list-style-type: none"> <li>~ Indigenous way of supporting new students formalized into TLD and the mentor program</li> <li>~ 'deadly mentor' program and role modeling</li> <li>~ JCU Reconciliation Statement</li> </ul>	
<b>Students' success is built on their whole of University experience</b>				
<a href="#">Video</a>	At JCU, commencing students' transition to University is supported in a number of ways including through the Student Mentor Program. The mentoring program is retention focused in its integration of peer support and engagement.	Josie King, Mentor Administrator Teaching and Learning Development	<ul style="list-style-type: none"> <li>~ Peer-buddy system</li> <li>~ Recognises Indigenous ways of working</li> <li>~ Academic s perspectives</li> <li>~ Mentor Leaders perspectives</li> <li>~ Mentoring on other campuses</li> </ul>	
<a href="#">Video</a>	'For Embedding Indigenous Perspectives into the Curriculum at JCU through Courageous conversations within the Cultural Interface'.	Ms Sharon Moore and Ms Lyn Ireland (Mackay), Lecturers with the School of Indigenous Australian Studies	<ul style="list-style-type: none"> <li>~ Professional background</li> <li>~ Overview of citation paper</li> </ul>	2011 JCU Faculty Citation Winners (overall JCU Citation Winner) <i>for Outstanding Contributions to Student Learning.</i>
<a href="#">Poster Q &amp; A</a>	'For over 14 years of developing student-centred and evidence-based language and learning support initiatives that empower students to succeed in their learning journeys'.	Mr Alan Calder - Teaching and Learning Development ( <a href="#">Citation</a> )	<ul style="list-style-type: none"> <li>~ Motivation for Citation</li> <li>~ Key elements of teaching practice</li> <li>~ Future directions</li> </ul>	2012 AAUT Citation Winner <i>for Outstanding Contributions to Student Learning</i>

The diversity of our students is recognised and welcomed				
<a href="#">Case Study - 1st year Law</a>	The predominant objective of the First Year Experience (FYE) in Law is to enable a transformative, transitional experience that inspires students to stay and succeed. This exemplar provides an example of effective first year transition pedagogy embedded in the FYE.	Dr Nichola Corbett-Jarvis, a Lecturer in the School of Law	<ul style="list-style-type: none"> <li>~ Academic Orientation</li> <li>~ Best practice in Teaching and Learning</li> <li>~ Support Systems</li> <li>~ Refining the First Year of Law Program</li> </ul>	<b>Table 1:</b> The first year law program achieves six integrated and complimentary outcomes, providing students with a comprehensive and holistic introduction to law.
<a href="#">Poster Q &amp; A</a>	For stimulating multidisciplinary first year students to learn Anatomy for life via innovative, proactive approaches to improve engagement and learning outcomes	Associate Professor Claudia M Diaz	<ul style="list-style-type: none"> <li>~ Acknowledgement by peers</li> <li>~ Teaching practice informed by student feedback</li> <li>~ Motivation to teach well</li> <li>~ Current research interests</li> </ul>	2011 ALTC Citation Award Winner <i>for Teaching Excellence</i>
<a href="#">Self-reflection</a>		Dr SingWhat Tee, Lecturer in the Discipline of Accounting and Finance	~ Course design embedding flexibility, reflected in subject delivery	2011 IPAA Recipient of a student nominated award, <i>for helping students achieve more positive learning experiences by minimizing challenges for students with disability.</i>
<a href="#">Self-reflection</a>		Ms Jo Mensinga, Lecturer in the Discipline of Social Work and Community Welfare	~ Adapting teaching practice to work 'in the present' and from a basis of inclusivity	2011 IPAA Recipient of a student nominated award, <i>for helping students achieve more positive learning experiences by minimizing challenges for students with disability.</i>
<a href="#">Self-reflection</a>		Professor Lin Schwarzkopf, Discipline of Zoology and Tropical Ecology	<ul style="list-style-type: none"> <li>~ Changing teaching approaches to ensure flexibility</li> <li>~ Students tailor subject requirements to their own needs</li> </ul>	2011 IPAA Recipient of a student nominated award, <i>for helping students achieve more positive learning experiences by minimizing challenges for students with disability.</i>
<a href="#">Self-reflection</a>		Associate Professor Wendy Earles, Discipline of Social Work and Community Welfare	<ul style="list-style-type: none"> <li>~ Belief that everybody is different and unique</li> <li>~ Time flexibility</li> </ul>	2011 IPAA Recipient of a student nominated award, <i>for helping students achieve more positive learning experiences by minimizing challenges for students with disability.</i>
<a href="#">Self-reflection</a>		Dr Deborah Graham, Associate Professor and Head of Department Psychology	~ The importance of AccessAbility Services at JCU	2010 IPAA Recipient – a student nominated <i>award in recognition of their efforts to be flexible, consultative, proactive and/or innovative.</i>
<a href="#">Self-reflection</a>		Dr Janelle Rose, Senior Lecturer in the Discipline of Marketing and Management	~ Holistic approach allows for a more informed situation	2010 IPAA Recipient – a student nominated <i>award in recognition of their efforts to be flexible, consultative, proactive and/or innovative.</i>
<a href="#">Self-reflection</a>		Dr Taha Chaiechi, Lecturer in the Discipline of Economics	~ Inclusivity reflected in all aspects of teaching, delivery and assessment	2010 IPAA Recipient – a student nominated <i>award in recognition of their efforts to be flexible, consultative, proactive and/or innovative.</i>
<a href="#">Self-reflection</a>		Ms Samantha Morgan, Tutor in the School of Arts and Social Science	~ 'talking to the person, not the disability' combined with an awareness of different learning styles	2010 IPAA Recipient – a student nominated <i>award in recognition of their efforts to be flexible, consultative, proactive and/or innovative.</i>
<a href="#">Self-reflection</a>		Dr Reesa Sorin, Senior Lecturer in the School of Education	~ Learner-centered teaching style	2010 IPAA Recipient – a student nominated <i>award in recognition of their efforts to be flexible, consultative, proactive and/or innovative.</i>

<a href="#">Self-reflection</a>		Dr Alf Kuilboer, Lecturer in the Discipline of Management	<ul style="list-style-type: none"> <li>~ Mindful of student diversity</li> <li>~ Audio-podcast lectures</li> <li>~ Approachable and transparent</li> </ul>	2010 IPAA Recipient – a student nominated award in recognition of their efforts to be flexible, consultative, proactive and/or innovative.
<a href="#">Self-reflection</a>		Ms Beth Tinning, Lecturer in the Discipline of Community Work and Social Welfare	<ul style="list-style-type: none"> <li>~ Creating a space for students to talk about their barriers to learning and assessment</li> </ul>	2010 IPAA Recipient – a student nominated award in recognition of their efforts to be flexible, consultative, proactive and/or innovative.
<b>Courses and subjects are designed with clear learning outcomes, coherent structure and manageable workloads for both staff and students</b>				
<a href="#">Case Study – SILA Model in 1<sup>st</sup> year targeted courses</a>		Trudy Quantrill and Dr Andrea Lynch – Teaching and Learning Development	<ul style="list-style-type: none"> <li>~ Best Practice in English language and numeracy proficiency development</li> <li>~ Engagement of stakeholders in support of students' English language proficiency</li> <li>~ Identifying students support needs</li> <li>~ Five stages of SILA: An action research framework</li> </ul>	<b>Diagram 1:</b> The SILA program anticipates that students will differ in the level of assistance they need to develop specific aspects of their English language proficiency, and therefore offer a two pronged approach in the provision of support of discipline specific literacies and numeracies.
<a href="#">Case Study – 3rd year BBus HRM program</a>	JCU's graduate attributes advocate that students will 'develop the personal and professional capabilities to effectively manage career and work life'. This exemplar highlights teaching and learning practice by which these goals are fulfilled.	Dr Josephine Pryce, a Senior Lecturer in the Discipline of Management and Marketing with the School of Business.	<ul style="list-style-type: none"> <li>~ Developing interpersonal communication skills</li> <li>~ Motivating students through experiential learning</li> <li>~ Developing an aptitude commensurate with the role of the HR professional</li> <li>~ Best practice in Teaching &amp; Learning</li> </ul>	<b>Diagram 1:</b> The HRM major @ JCU: Linking theory and practice through work-integrated-learning curriculum.
<a href="#">Print Video</a>		Professor Bob Stevenson, Faculty of Arts, Education and Social Science - Tropical Leader with The Cairns Institute	<ul style="list-style-type: none"> <li>~ A state systems approach to embedding sustainability in teacher education.</li> </ul>	2011 ALTC Innovation and Development Grant Award Winner
<a href="#">Video</a>	'For implementing real-life practice to enhance workforce readiness of Sport and Exercise Science and Exercise Physiology (Clinical) students'.	Dr Rebecca Sealey, Lecturer in the Faculty of Medicine, Health and Molecular Sciences	<ul style="list-style-type: none"> <li>~ Professional background</li> <li>~ Brief overview of ALTC submission paper</li> </ul>	2011 ALTC Citation Award Winner <i>for Teaching Excellence</i>
<a href="#">Self-reflection</a>		Tanya Doyle, Tutor with the School of Education since 2008	<ul style="list-style-type: none"> <li>~ Ensuring assessment and course participation requirements are clearly articulated</li> </ul>	2011 FAESS Sessional Award Recipient. <i>Nominated by peers and colleagues for this award in recognition of outstanding contributions to student learning.</i>
<a href="#">Video</a>	'For the implementation of programs and initiatives which engender community engagement and industry relevant assessment outcomes and learning experiences for New Media Arts students'.	Mr Mitch Goodwin, Lecturer in the Faculty of Law, Business and Creative Arts	<ul style="list-style-type: none"> <li>~ Professional background</li> <li>~ Overview of citation paper</li> </ul>	2011 Faculty Citation Winner <i>for Outstanding Contributions to Student Learning</i>

The integrity of the University's grades and credentials is fundamental				
<p><a href="#">Consensus Moderation</a>: An exemplar of post-assessment moderation Activities</p> <p><a href="#">Video</a> Consensus Moderation – an exemplar of post-assessment moderation</p>	This exemplar looks at the consensus moderation process in the Bachelor of Education second year subject, ED2491: Managing Teaching and Learning 1.	Dr Michelle Lasen, a Senior Lecturer with the School of Education	<p><b>Core activities in a consensus moderation process include:</b></p> <ul style="list-style-type: none"> <li>~ Pre-assessment moderation</li> <li>~ Post-assessment moderation</li> </ul> <p><b>Background</b></p> <ul style="list-style-type: none"> <li>~ Consensus Moderation in practice</li> </ul> <p><b>Processes:</b></p> <ul style="list-style-type: none"> <li>~ Cross campus processes</li> <li>~ Within Campus Processes</li> <li>~ Refining Processes</li> </ul> <p><b>Introducing cross-campus participation within the moderation process:</b></p> <ul style="list-style-type: none"> <li>~ Moderate for consistency</li> <li>~ Supporting upfront moderation processes</li> <li>~ Refining the moderation process</li> <li>~ Course Coordinator's perspective</li> </ul>	
<a href="#">Self-reflection</a>		Ms Keta Roseby, Sessional with the School of Law teaching in Civil Procedure since 2009	<ul style="list-style-type: none"> <li>~ Using scenarios to bridge the gap between learning the law and practicing it</li> <li>~ Addressing assessment criteria; provision of examples of high distinction submissions</li> </ul>	2011 FBCA Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
Effective teaching is inspiring, motivating and research informed				
<a href="#">Case Study - 2nd year Applied Soil Science</a>	The second year Applied Soil Science program values a focus on discovery and successful student engagement to encourage deep learning.	Dr Paul Nelson, a Senior Lecturer with the School of Earth and Environmental Sciences.	<ul style="list-style-type: none"> <li>~ The pre-course questionnaire</li> <li>~ Teaching and Learning</li> <li>~ The post-course questionnaire</li> </ul>	<b>Diagram 1:</b> The Applied soil Science Program maximizes student engagement as a way to empower students to more meaningful learning experiences.
<a href="#">Poster Q &amp; A</a>	'For enthusing students about soil science through a focus on discovery, critical environmental issues and the application of contemporary teaching and learning principles'.	Dr Paul Nelson, a Senior Lecturer in the Faculty of Science and Engineering (Citation)	<ul style="list-style-type: none"> <li>~ Student feedback to inform practice</li> <li>~ Drive to teach well</li> <li>~ Research interests</li> <li>~ Self-reflection on the award</li> </ul>	2012 JCU Citation Award Winner <i>for Outstanding Contributions to Student Learning</i>
<a href="#">Poster Q &amp; A</a>	'For enthusing students about soil science through a focus on discovery, critical environmental issues and the application of contemporary teaching and learning principles'.	Dr Paul Nelson - School of Earth and Environmental Sciences (Citation)	<ul style="list-style-type: none"> <li>~ Motivation for Citation</li> <li>~ Key elements of teaching practice</li> <li>~ Future directions for teaching practice</li> </ul>	2012 AAUT Citation Winners for Outstanding Contributions to Student Learning
<a href="#">Case Study - 1st year Medicine</a>	The focus is on the Molecules to Cells module undertaken by first year medicine students. More specifically, it	Professor Jim Burnell, a Lecturer in the Faculty of Medicine, Health and Molecular Sciences.	<ul style="list-style-type: none"> <li>~ 'The Text' An attempt to simplify Molecules to Cells</li> <li>~ The art of getting through to</li> </ul>	<u>UniJobs Lecturer of the Year 2011</u>

	is about the exemplary teaching practices of Professor Jim Burnell who is driven by a desire to help students achieve their academic and life potential.		<ul style="list-style-type: none"> <li>students according to Jim Burnell</li> <li>~ Best Practice in Teaching &amp; Learning</li> <li>~ Inspiring students to succeed</li> <li>~ Refining the MTC module</li> </ul>	
<a href="#">Case Study - 3rd year Dentistry</a>	The third year Dentistry program is committed to the enrichment of students' intellectual lives. Professor Alan Nimmo regards the compulsory learning activity referred to as COALS, as drivers for the process through which life-long learning skills develop.	Professor Alan Nimmo, a Professor of Medical Science within the School of Medicine and Dentistry.	<ul style="list-style-type: none"> <li>~ Clinically-Orientated Active Learning Sessions (COALS)</li> <li>~ Example of a COALS case scenario</li> <li>~ Best Practice in Teaching &amp; Learning</li> <li>~ Refining the Learning Process</li> </ul>	<b>Diagram 1:</b> The students are presented with unlabeled photographs of the oral cavity together with the results of initial diagnostic tests such as a radiograph which forms the starting point for the diagnosis for the individual patient. <a href="#">UniJobs Lecturer of the Year 2011</a>
<a href="#">Poster Q &amp; A</a>	'For inspiring student nurses and midwives to understand and use research findings, developing confident clinicians who integrate evidence into their everyday practice'.	Associate Professor Jane Mills - School of Nursing, Midwifery and Nutrition ( <a href="#">Citation</a> )	<ul style="list-style-type: none"> <li>~ Motivation for Citation</li> <li>~ Key elements of teaching practice</li> <li>~ Future directions for teaching practice</li> </ul>	2012 AAUT Citation Winners <i>for Outstanding Contributions to Student Learning</i>
<a href="#">Poster Q &amp; A</a>	For implementing real-life practice to enhance workforce readiness of Sport and Exercise Science and Exercise Physiology students	Dr Rebecca Sealey, Lecturer in the Faculty of Medicine, Health and Molecular Science	<ul style="list-style-type: none"> <li>~ Acknowledgement by peers</li> <li>~ Teaching practice informed by student feedback</li> <li>~ Motivation to teach well</li> <li>~ Current research interests</li> </ul>	2011 ALTC Citation Award Winner <i>for Teaching Excellence</i>
<a href="#">Video</a>	'For innovating approaches to the development of planning curriculum for the needs of regional, tropical Australia'.	Associate Professor David King and Ms Yetta Gurtner with the Faculty of Science and Engineering	<ul style="list-style-type: none"> <li>~ Professional background</li> <li>~ Overview of citation paper</li> </ul>	2011 Faculty Citation Winners <i>for Outstanding Contributions to Student Learning</i> . Team: Associate Professor David King and Ms Yetta Gurtner. <a href="#">Dr Alison Cottrell</a> and <a href="#">Dr Nicky Moore</a> (absent)
<b>Approaches to teaching are varied and adaptive to new demands in learning and will include effective use of appropriate technologies and innovations</b>				
<a href="#">Video</a> <a href="#">Print</a>	Audio-visual marking creates a positive learning and teaching experience for the student and the lecturer.	Dr Roger Wilkinson, a Lecturer in the Discipline of Sociology with the School of Arts and Social Sciences	<ul style="list-style-type: none"> <li>~ The benefits of audio-visual marking</li> <li>~ Paper-based marking</li> <li>~ The workflow</li> <li>~ What it's done with</li> <li>~ Summary</li> </ul>	
<a href="#">Print</a> <a href="#">PDF Pathway</a> with embedded podcasts	An audio-visual pathway to effective essay writing, acknowledges the growing importance of essay writing as an important employability skill for students in the social sciences.	Dr Roger Wilkinson, a Lecturer in the Discipline of Sociology with the School of Arts and Social Sciences	<ul style="list-style-type: none"> <li>~ Producing audio-visual solutions</li> <li>~ Practical directions and scholarly advice</li> <li>~ Buttons link to a 1-2 minute podcast on YouTube</li> </ul>	
<a href="#">Poster Q &amp; A</a>	'For ensuring flexible student trajectories through the development of an innovative program that supports and sustains student access to occupational therapy education in North Queensland'.	Ms Lynne Zeldenryk - School of Public Health, Tropical Medicine and Rehabilitation Sciences ( <a href="#">Citation</a> )	<ul style="list-style-type: none"> <li>~ Motivation for Citation</li> <li>~ Key elements of teaching practice</li> <li>~ Future directions for teaching practice</li> </ul>	2012 AAUT Citation Winner <i>for Outstanding Contributions to Student Learning</i>

<a href="#">Video</a>	'For Technology Enhanced Cognitive Scaffolding: An innovative method for effective teaching of Pathology in a rural medical school'.	Associate Professor Shashidhar Venkatesh Murthy – School of Medicine and Dentistry	~ Professional background ~ Brief overview of ALTC submission paper	2011 ALTC Citation Award Winner <i>for Teaching Excellence</i>
<a href="#">Video</a>	'For stimulating multidisciplinary first year students to learn Anatomy for life via innovative, pro-active approaches to improve engagement and learning outcomes'.	Associate Professor Claudia M Diaz, Associate Professor in the Faculty of Medicine, Health and Molecular Science	~ Professional background ~ Brief overview of ALTC submission paper	2011 ALTC Citation Award Winner <i>for Teaching Excellence</i>
<a href="#">Video</a>	'For the right prescription – blending high fidelity simulation into a curriculum for counter prescribing and communication curriculum to improve the industry readiness of pharmacy graduates'.	Mr John Smithson, Lecturer and Associate Dean Teaching & Learning in the Faculty of Medicine, Health and Molecular Science	~ Professional background ~ Brief overview of ALTC submission paper	2011 ALTC Citation Award Winner <i>for Teaching Excellence</i>
<a href="#">Video</a>	'For creating a highly motivational learning environment designed to engage and encourage students as active learners in developing skills and conceptual understanding in Information Technology'.	Mr Lindsay Ward, Lecturer with the Faculty of Law, Business and Creative Arts	~ Professional background ~ Overview of citation paper	2011 Faculty Citation Winner <i>for Outstanding Contributions to Student Learning</i>
<b>Open communication builds shared understandings</b>				
<a href="#">Video</a>	'For making it meaningful: participatory practices in social work education'.	Ms Beth Tinning, Lecturer and First Year Coordinator in the Faculty of Arts, Education and Social Science	~ Professional background ~ Brief overview of ALTC submission paper	2011 ALTC Citation Award Winners <i>for Teaching Excellence</i>
<a href="#">Poster Q &amp; A</a>	For making it meaningful: participatory practices in social work education	Ms Beth Tinning, Lecturer and First Year Coordinator in the Faculty of Arts, Education and Social Science	~ Acknowledgement by peers ~ Teaching practice informed by student feedback ~ Motivation to teach well ~ Current research interests	2011 ALTC Citation Award Winner <i>for Teaching Excellence</i>
<a href="#">Poster Q &amp; A</a>	For the design and implementation of pedagogies that personalise and humanise the online learning environment	Dr Reesa Sorin, Senior Lecturer with the Faculty of Arts, Education and Social Science	~ Acknowledgement by peers ~ Teaching practice informed by student feedback ~ Motivation to teach well ~ Current research interests	2011 Faculty Citation Award Winner <i>for Outstanding Contributions to Student Learning</i>
<a href="#">Self-reflection</a>		Mr Raul Posse Emiliani, Sessional Lecturer in Photomedia with the School of Creative Arts	~ Transforming students' learning experiences ~ Challenging students to think for themselves	2011 FBCA Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
<a href="#">Self-reflection</a>		Dr Donna Rigano, Tutor with the School of Education since 2000	~ Understanding the demands of science teaching ~ Relating content with practical examples	2011 FAESS Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
<a href="#">Self-reflection</a>		Peta Salter, Tutor with the School of Education since 2007.	~ Effective student learning ~ Making real-world connections	2011 FAESS Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>

<a href="#">Self-reflection</a>		Phillipa Anderson, Tutor with the School of Arts and Social Sciences	<ul style="list-style-type: none"> <li>~ Effective writing</li> <li>~ Pre-teach content</li> <li>~ Repeat tutorials; teaching strategies</li> </ul>	2011 FAESS Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
<a href="#">Self-reflection</a>		Samantha Morgan, Tutor with the School of Arts and Social Sciences	<ul style="list-style-type: none"> <li>~ Practicing new knowledge</li> <li>~ Unpacking assessment instructions and criteria</li> </ul>	2011 FAESS Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
<a href="#">Self-reflection</a>		Aileen Sorohan, a Sessional teacher with the School of Arts and Social Science since 1995	<ul style="list-style-type: none"> <li>~ Enjoy the challenge of getting students to learn something that is difficult</li> </ul>	2010 FAESS Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
<a href="#">Self-reflection</a>		Inez Zuchowski, Sessional teacher in the Discipline of Social Work and Community Welfare since 2007	<ul style="list-style-type: none"> <li>~ Motivated to ensure our graduates are able to explore and critically analyze skills, knowledge and theory before they enter the field</li> </ul>	2010 FAESS Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
<a href="#">Self-reflection</a>		Peter Boulot, Sessional teacher with the School of Law since 2005	<ul style="list-style-type: none"> <li>~ Encouraging students to be the best that they can for the sake of the planet</li> <li>~ Write about a connection between science and the law</li> </ul>	2010 FLBCA Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
<a href="#">Self-reflection</a>		Jamie Fellows, Sessional Lecturer with the School of Law	<ul style="list-style-type: none"> <li>~ Ensuring that students have the best educational experience</li> </ul>	2010 FLBCA Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
<a href="#">Self-reflection</a>		Diana Castorina, Tutor in the Discipline of Economics since 2009	<ul style="list-style-type: none"> <li>~ Motivated by a keen interest to impart</li> </ul>	2010 FLBCA Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
<a href="#">Self-reflection</a>		Robin Gauld, Tutor with the School of Creative Arts since 2003	<ul style="list-style-type: none"> <li>~ Research interests revolve around the teaching of photography.</li> </ul>	2010 FLBCA Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
<a href="#">Self-reflection</a>		Robin Warren, a Sessional teacher with the School of Pharmacy and Molecular Sciences since 2002	<ul style="list-style-type: none"> <li>~ Pharmacist for nearly 30 years with a background in community pharmacy</li> <li>~ motivation is to allow pharmacists to realise their full potential as a health professional</li> </ul>	2010 FHMMS Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
<a href="#">Self-reflection</a>		John Daicopoulos, a Sessional teacher in the Discipline of Physics since 2008	<ul style="list-style-type: none"> <li>~ Passion is to show that Physics is a far more skills-based discipline, and with skill it can be learned best through exercise and application.</li> </ul>	2010 FSE Sessional Award Recipient. Nominated by peers and colleagues for this award <i>in recognition of outstanding contributions to student learning.</i>
<b>Teaching that develops learning is well organised and enhancement-led through the cyclical process of reflection, revision and improvement</b>				
<a href="#">Video</a>	Peer-Review of Teaching (PRoT) Workshop (25 minutes)	Presented by Associate Professor Kay Martinez, Associate Dean Teaching and Learning within the Faculty of Arts, Education and Social Science	<ul style="list-style-type: none"> <li>~ Introducing PRoT Policy</li> <li>~ Key features of PRoT mandatory model – collaborative and focused on student success</li> <li>~ Why PRoT?</li> </ul>	

<a href="#">PRoT Exemplar</a>	PRoT - feedback on the review process: Narratives from the reviewee and the reviewers.	Dr Trina Myers, Dr Leo Foyle and Dr Paul Kebble	<ul style="list-style-type: none"> <li>~ Designed to enhance the quality of pedagogy for all involved</li> <li>~ Review POGIL implementation in subject curriculum and teaching</li> </ul>	
<a href="#">Case Study - Peer Review of Teaching</a>	The review focused on teaching delivery in Principles of Pharmacotherapeutics for Nurse Practitioners (NS5910) a distance mode subject.	Mr John Smithson, Associate Dean Teaching and Learning and Mr Phil Gorbett, Educational Designer Teaching and Learning	<ul style="list-style-type: none"> <li>~ Teaching development and evaluation of its effectiveness</li> <li>~ Reviewees' reflection</li> <li>~ Reviewers reflection</li> <li>~ 'How to' video navigates the structure of the course</li> </ul>	<b>Diagram 1:</b> Context for Peer Review of Teaching
<a href="#">Poster Q &amp; A</a>	For the right prescription blending high fidelity simulation into a curriculum for counter prescribing and communication curriculum to improve the industry readiness of pharmacy graduates	Mr John Smithson, Lecturer in the Faculty of Medicine, Health and Molecular Science	<ul style="list-style-type: none"> <li>~ Acknowledgement by peers</li> <li>~ Teaching practice informed by student feedback</li> <li>~ Motivation to teach well</li> <li>~ Current research interests</li> </ul>	2011 ALTC Citation Award Winner <i>for Teaching Excellence</i>
<a href="#">Poster Q &amp; A</a>	For Technology Enhanced Cognitive Scaffolding: An innovative method for effective teaching of Pathology in a rural medical school	Associate Professor Shashidhar Venkatesh Murthy – School of Medicine and Dentistry	<ul style="list-style-type: none"> <li>~ Acknowledgement by peers</li> <li>~ Teaching practice informed by student feedback</li> <li>~ Motivation to teach well</li> <li>~ Current research interests</li> </ul>	2011 ALTC Citation Award Winner <i>for Teaching Excellence</i>
<a href="#">Video</a>	'For engaging and motivating Engineering students to induce deep learning and understanding through	Dr Rabin Tuladhar, Lecturer within the Faculty of Science and Engineering	<ul style="list-style-type: none"> <li>~ Professional background</li> <li>~ Brief overview of ALTC submission paper</li> </ul>	2011 ALTC Citation Award Winners <i>for Teaching Excellence</i>
<a href="#">Poster Q &amp; A</a>	For sustained commitment to encouraging and stimulating active learning through authentic tasks and learner-centred environments in environmental economics	Dr Peter Griggs, Senior Lecturer with the Faculty of Science and Engineering	<ul style="list-style-type: none"> <li>~ Acknowledgement by peers</li> <li>~ Teaching practice informed by student feedback</li> <li>~ Motivation to teach well</li> <li>~ Current research interests</li> </ul>	2011 Faculty Citation Award Winner <i>for Outstanding Contributions to Student Learning</i>
<a href="#">Video</a>	'For the design and implementation of pedagogies that personalise and humanise the online learning environment'.	Dr Reesa Sorin, Senior Lecturer with the Faculty of Arts, Education and Social Science	<ul style="list-style-type: none"> <li>~ Professional background</li> <li>~ Overview of citation paper</li> </ul>	2011 JCU Faculty Citation Winner <i>for Outstanding Contributions to Student Learning</i>
<a href="#">Video</a>	For a Journey of Reflective Practice in Developing Back and Frontstage Pedagogies for Teaching Sociology Students.	Associate Professor Glen Dawes, Associate Professor in the Faculty of Arts, Education and Social Science	<ul style="list-style-type: none"> <li>~ Professional background</li> <li>~ Overview of citation paper</li> </ul>	2011 JCU Faculty Citation Winner <i>for Outstanding Contributions to Student Learning</i>
<a href="#">Video</a>	For sustained commitment to encouraging and stimulating active learning through authentic tasks and learner-centred environments in environmental economics.	Dr Peter Griggs, Senior Lecturer with the Faculty of Science and Engineering	<ul style="list-style-type: none"> <li>~ Professional background</li> <li>~ Overview of citation paper</li> </ul>	2011 JCU Faculty Citation Winner <i>for Outstanding Contributions to Student Learning</i>
<a href="#">Video</a>	For stimulating multidisciplinary first year students to learn Anatomy for life via innovative, proactive approaches to improve engagement and learning outcomes	Associate Professor Claudia Diaz - Faculty of Medicine, Health and Molecular Science	<ul style="list-style-type: none"> <li>~ Demonstrates Exemplary Teaching in Practice</li> </ul>	<b>Anatomy Video</b>

<a href="#">Video</a>	For Technology Enhanced Cognitive Scaffolding: An innovative method for effective teaching of Pathology in a rural medical school.	Professor Shashidhar Venkatesh Murthy – School of Medicine and Dentistry	~ <a href="#">Demonstrates Exemplary Teaching in Practice</a>	Pathology Video
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