

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING 2024



AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING



UNIVERSITIES
AUSTRALIA

This booklet was created by the AAUT Awards Team using Canva Design software
Any further inquiries should be made to the Universities Australia Chief Executive
1 Geils Court, Canberra ACT 2601
P +61 (0)2 6285 8100
E contact@universitiesaustralia.edu.au universitiesaustralia.edu.au
ABN 53 008 502 930

2024

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

2 FOREWORD

3 A MESSAGE FROM THE DIRECTOR

4 CAREER ACHIEVEMENT AWARD

6 AWARDS FOR TEACHING EXCELLENCE

11 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

16 CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING



FOREWORD

Teachers have one of the most honourable and important jobs in the world – shaping the future of people from all backgrounds and at all stages of life. Universities simply couldn't educate the almost one and a half million students they do each year without them.

Not only would universities struggle, but our communities and the nation more broadly would not be able to function if not for the essential service teachers perform in setting millions of Australians up for a fulfilling career and ensuring we have a skilled and productive workforce to drive our economic, social and cultural progress.

The Australian Awards for University Teaching is one of the ways we say, 'thank you' to those who make the education dreams of millions possible year in, year out. It isn't always an easy profession, but I am constantly amazed, and will be eternally proud, of the commitment teachers display each and every day.

We must continue to give teachers our full support and empower them to perform their vitally important roles. More jobs in the future will require a university degree – a need that can only be satisfied by a strong, capable and inspired teaching workforce.

These awards recognise the most outstanding teachers and programs across the sector, celebrating university teachers at different stages in their careers, from early career academics to those who have devoted a lifetime to learning and teaching.

We congratulate this year's winners and hope their example will inspire current and future leaders in education.



Prof David Lloyd
Chair, Universities Australia



Luke Sheehy
Chief Executive, Universities Australia

A MESSAGE FROM THE DIRECTOR

Since their inception in 1997, the Australian Awards for University Teaching (AAUT) have stood as a national symbol of excellence in higher education, recognising outstanding educators and innovative teaching programs that enhance student learning. Now in their 27th year, these awards continue to shape and elevate the quality of university teaching across Australia.

The AAUT program does more than honour individual achievement—it fosters a culture of collaboration, mentorship, and shared best practice that transcends institutional and state boundaries. By recognising innovative teaching methods, emerging techno-pedagogies, and exemplary assessment practices, the awards align with the priorities outlined in the 2024 Australian Universities Accord Final Report, reinforcing the value of high-quality teaching in our universities. Importantly, the program also supports the professional development of educators, particularly early career academics, ensuring continuous growth and excellence in learning and teaching.

The significance of these awards cannot be overstated. They celebrate exceptional teaching while underscoring its vital role in the higher education sector, offering a pathway for career advancement and recognition on equal footing with research excellence. Moreover, they contribute to building a strong academic community, equipping future generations with the knowledge and skills to foster informed decision-making and drive positive societal change.

As we acknowledge the 2024 AAUT recipients, we celebrate their dedication to fostering creativity, innovation, and engagement in student learning. Their contributions enrich our universities and inspire the next generation of educators. We also extend our sincere gratitude to the Award Committee Chairs—Professor Liz Johnson, Professor David Sadler, Emeritus Professor Pip Pattison, and Professor Sally Kift—for their leadership and commitment to the success of this program.



Prof Elizabeth Johnson
(Citations)
Deakin University



Prof David Sadler
(Program Awards)
The University of Notre Dame



Emeritus Prof Pip Pattison
(Teaching Awards)
The University of Sydney



Prof Sally Kift
(Career Achievement Award)
President of ALTF

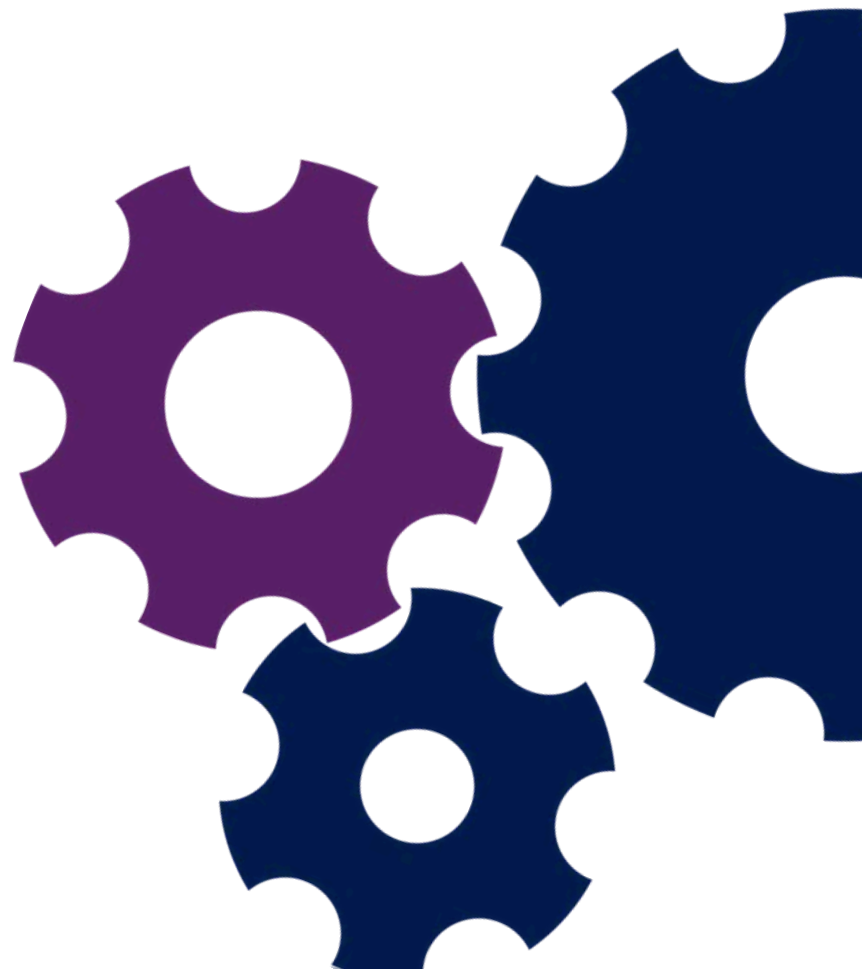
As we look to the future, it is essential that we continue to champion and strengthen the AAUT program, ensuring that excellence in university teaching remains at the heart of Australian higher education.



Prof Angela Carbone
Director, AAUT

2024

CAREER ACHIEVEMENT AWARD





2024 CAREER ACHIEVEMENT AWARD

PROF TRACEY BUNDA

The University of Queensland

Professor Tracey Bunda has been a formidable force in Indigenous education, delivering transformative change across 9 tertiary institutions, over the course of her 35-year career. She has changed the narrative on Indigenous education and created a sustainable global model for integrating Indigenous knowledges into both research and higher education curricula.

Professor Bunda is a world authority on Indigenous education and research methodologies. Her more than 50 publications have been cited 1,000 times by scholars globally and her accolades include 10 awards, like the Roberta Sykes Scholarship to Harvard University. She has also secured \$35.8 million in research funding advancing Indigenous knowledges and methodologies, particularly in relation to “storying as research and pedagogy”.

Australia’s history of trauma and violence presents challenges in fostering collective respect and reciprocity. Despite this fraught cultural history, Professor Bunda’s work on “storying” as a critical methodological-ontological theoretical lens reshapes narratives, empowering Indigenous voices. She brings a model for practice that is based on relationality, respect, and reciprocity. Her commitment to engaging in often uncomfortable conversations led her to partner with non-Indigenous colleagues to expand reconciliation efforts. Through the “Indigenising the Curriculum” podcast series — downloaded 3,000 times, across the globe — she invites audiences into a meaningful dialogue. Her efforts bridge divides, enabling Indigenous and non-Indigenous people to walk together toward meaningful change.

Professor Bunda is an educator at heart. In addition to ensuring university is accessible and welcoming for Indigenous students and her transformational undergraduate teaching, she has directly mentored and sponsored dozens of emerging Indigenous academics through research supervision, collaboration, and guidance, ensuring that their career paths are not mired by the persistent inequities that many have endured.

“This type of teaching is truly transformative . . . and has inspired me to continue working in education and to pursue further study of my own.” Student, 2024.

At every institution where she has worked, Professor Bunda has influenced thousands of educators by developing pivotal policies and initiatives. We directly benefit from her voice, her engagement, and her leadership within the University’s Senior Leadership team, Academic Board and the Office of the Deputy Vice-Chancellor (Indigenous Engagement). At The University of Queensland (UQ), her influence enabled inclusion and mapping of Indigenous knowledges, perspectives, and histories into 358 educational programs, impacting over 55,000 students annually. The Indigenising the Curriculum initiative she leads ensures Indigenous perspectives are woven into the fabric of UQ. This work has influenced the highest levels of university governance, establishing an Indigenous Learning Sub-Committee to oversee Indigenised curriculum and Indigenous student engagement. These strategies have garnered multiple invitations from other universities struggling to find their way in their own journeys to Indigenising the curriculum.

Professor Tracey Bunda exemplifies outstanding leadership, advanced scholarship, and a commitment to lasting change. Her impact on Australian higher education, dedication to Indigenising the curriculum, and unwavering support for Indigenous empowerment make her an exemplary candidate for AAUTs Career Achievement Award.

“She doesn’t just open doors; [Professor Bunda] paves pathways enabling Indigenous and non-Indigenous people to walk together toward reconciliation.” Professor Deborah Terry AC, Vice-Chancellor and President of UQ.

2024

AWARDS FOR TEACHING EXCELLENCE





2024 AWARDS FOR TEACHING EXCELLENCE

NATURAL AND PHYSICAL SCIENCES, AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES

PROF TRACEY KUIT

University of Wollongong

For nearly 20 years, Tracey has been at the forefront of shaping minds in biochemistry and molecular biology at the University of Wollongong. She is driven by her passion to support the whole of a student's learning journey. She has orchestrated the academic journey of over 16,000 students, while also serving as a mentor and leader in roles including Chair of UOW's Learning and Teaching Academy, and Associate Dean Education for the Faculty of Science, Medicine, and Health.

Tracey's research-driven approach has significantly influenced her teaching methods and community outreach programs. Her learner-centered philosophy is evident in her dedication to nurturing graduates with the knowledge and skills to tackle global challenges, through a focus on group work alongside reflection.

Tracey's leadership extends beyond the university, as she steers the national education body in her field and represents the Oceanic region in the international arena. Her influence is profound, fostering best practices among her peers globally. Her legacy is marked not just by her leadership but also by her commitment to mentoring, ensuring a ripple effect of her educational ethos. Tracey's unwavering passion and dedication have made her a pillar of excellence, ensuring the highest standards for both students and colleagues.



2024 AWARDS FOR TEACHING EXCELLENCE

ENGINEERING, INFORMATION TECHNOLOGY, ARCHITECTURE AND BUILDING

A/PROF CLAUDIA SZABO

The University of Adelaide

Associate Professor Szabo's leadership in learning and teaching and innovative industry-based curriculum frameworks in computer science has resulted in powerful student outcomes. For the past thirteen years she has designed and implemented a highly innovative, industry relevant and embedded computer science undergraduate and postgraduate curriculum that has inspired her students, leading to increased levels of satisfaction, retention, learning and employment outcomes.

A/Prof Szabo fosters a diverse and inclusive community of computer science practitioners, her peers and her students by engaging in a wide range of activities at local, national, and international levels, all aimed at ensuring student success and excellent graduate outcomes extensively applied to industry.

Her innovative industry-focused curriculum design and engaging teaching approaches, driven by her passion to inspire her students and lead colleagues to drive deeply embedded learning in computer science evidence-based pedagogies has been recognised by The University of Adelaide, the national and international computer science community, accreditation bodies, and the South Australian government STEM awards.



2024 AWARDS FOR TEACHING EXCELLENCE

HEALTH

A/PROF VOULA GAGANIS

Flinders University

Associate Professor Voula Gaganis has led the transformation of medical science education at Flinders University by replacing didactic pedagogy with active learning and collaborating with industry to co-create degrees that address dynamic workforce needs.

A pharmacologist by training, teaching specialist and educational researcher, Voula is the Teaching Program Director (Medical Biosciences) at the College of Medicine and Public Health (CMPH). She is nationally recognised as an award-winning leader in medical education, collaborating and leading multi-institutional research projects.

An educator, with over 20 years of experience, Voula teaches specialist medical science topics to hundreds of undergraduate students across the medical sciences curricula. Driven by a passion to support students learn complex 'threshold' concepts, she has led the transformation of medical science teaching through innovative and imaginative approaches to curriculum and assessment design. Her innovative designs for physiology laboratories are rich with active learning opportunities to engage students with real-life clinical scenarios using advanced digital technologies; and support learning scientific skills with open-access digital resources she developed.

Voula has developed strategic industry links across the medical sciences sector to ensure degree curricula are embedded with work-integrated learning opportunities relevant to graduate employability. Her curriculum transformations positively impact student performance and satisfaction.



2024 AWARDS FOR TEACHING EXCELLENCE

EDUCATION

CRITICAL ENABLING PEDAGOGY TEAM

University of South Australia

- **Dr Sarah Hattam**
- **Ms Tanya Weiler**

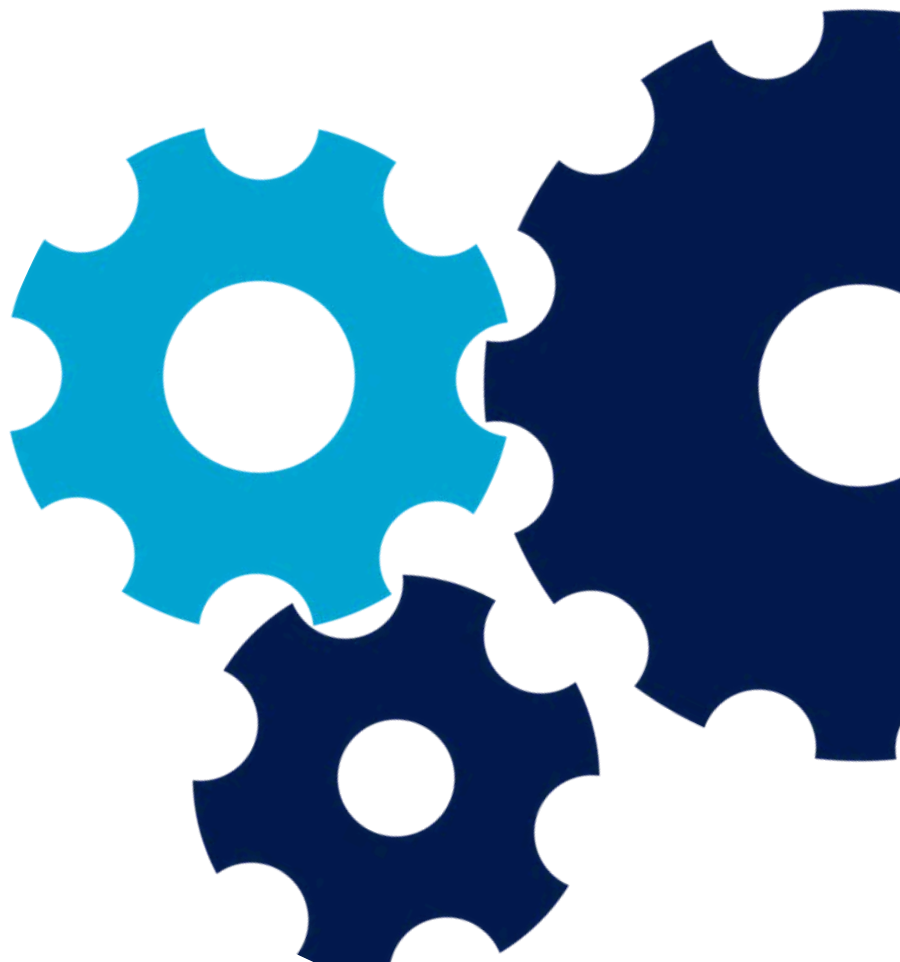
Over more than 10 years at UniSA College, Senior Lecturers Dr Sarah Hattam and Tanya Weiler have taught into South Australia's largest enabling program, where they have developed and championed the use of Critical Enabling Pedagogy (CEP) institutionally and nationally. Stemming from a critical pedagogy lineage, CEP demands a holistic view of the student and is underpinned by a teaching philosophy of social justice where education is both a fundamental Human Right (Article 23, UDHR) and a form of empowerment for both social mobility and societal betterment.

CEP is a robust teaching approach to embrace challenges faced by educators in increasingly diverse university classrooms. Enacting this tailored pedagogical approach can enhance engagement and retention and uncover the hidden curriculum of higher education.

Since national recognition of their work in 2018 (AAUT citation), Sarah and Tanya have furthered their impact of teaching using CEP beyond their classrooms institutionally and nationally to include engagement with CEP across multiple universities, alongside a suite of online modules available worldwide. This application details their sustained leadership, teaching excellence and scholarship in centring CEP across HE, leading to improved outcomes for students and staff, contributing to a more socially-just higher education environment and society.

2024

AWARDS FOR PROGRAMS THAT ENHANCE LEARNING





2024 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

COLLABORATIVE EDUCATIONAL PARTNERSHIPS IN LEARNING AND TEACHING

UNIPREP

Edith Cowan University

- Dr Angela Jones
- Dr Fiona Navin
- Ms Sharon Gough
- Mr Damon Chernoff
- Dr Lydia Edwards
- Dr Brendan Ritchie
- Ms Kristy Stanwix
- Dr Tina Moss
- Ms Jo Purchase
- Ms Selena Dhondea-Tenakov

Pathway programs contribute a vital role in enabling students to access higher education by providing preparation and access to university for students who have faced educational disadvantage or disruption. The 2024 Australian Universities Accord Final Report identifies the need for greater participation in higher education by 2030, noting the criticality of “supportive pathway programs”. The report argues that this requires the provision of academic and social support, particularly for underrepresented and disadvantaged students.

ECU is the leading university nationally for the number of domestic undergraduate students who have entered via a pathway program and has the highest success rates among domestic undergraduates from pathway programs (based on universities of a similar scale), making ECU the most successful enabling program of its kind in Australia. This is achieved through deeply coordinated internal partnerships that support the students’ learning experience, underpinned by an outstanding enabling curriculum and course support ecosystem. The UniPrep team has also developed sustained external partnerships with other Australian universities and over 37 secondary schools in Western Australia to promote underrepresented students’ aspirations and provide embedded educational opportunities in these schools. Through these internal and external collaborations, UniPrep is nationally recognised as an example of best practice.



2024 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

CURRICULUM TRANSFORMATION AND INNOVATIVE PEDAGOGY

A COMPREHENSIVE INSTRUCTIONAL MODEL TO DEVELOP A TRANSFORMED PHARMACY DEGREE

Monash University

- A/Prof Daniel Malone
- Prof Kirstie Galbraith
- Dr Betty Exintaris
- Dr Thao Vu
- Prof Carl Kirkpatrick
- Prof Paul White
- Prof Joseph Nicolazzo
- Dr Suzanne Caliph
- A/Prof Steven Walker
- Mr Simon Furletti

Health professions training programs have an ethical obligation to enhance healthcare. With this in mind, the whole Monash Pharmacy Degree was transformed, focussing on student skill development, aligning program content with outcomes, and clarifying pharmacist responsibilities. This redesign involved redesigning and rebuilding all units of study using an active learning model that balanced flexibility with structure, providing a consistent learning environment while accommodating various teaching approaches. Core skills were identified and vertically integrated throughout the degree, ensuring students develop, practise, and are assessed on these skills.

The transformation also introduced an earlier experiential placement program incorporating Entrustable Professional Activities (EPAs), allowing pharmacy preceptors to provide feedback to students based on their level of independence and required supervision level of students. The success of these changes is evidenced by improved student satisfaction, better examination performance, enhanced clinical skills during placements, and increased contributions to educational sciences. This transformation not only improves healthcare education but also sets a benchmark for ethical educational practices that prioritise skill development and professional alignment, and serves as a guide for others to follow in an ethical pursuit of better healthcare.



2024 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

CURRICULUM TRANSFORMATION AND INNOVATIVE PEDAGOGY

UON BACHELOR OF SCIENCE TRANSDISCIPLINARY TEAM

The University of Newcastle

- Dr Liam Phelan
- Dr Bonnie McBain

In 2017 an ambitious vision was set in motion for wholly transforming the Bachelor of Science (BSc) program at the University of Newcastle (UoN). A program-level redesign was vital to address ongoing challenges with students' engagement, teamwork and communication skills, a lack of cross-discipline learning, and confusing disciplinary pathways. A Collaborative Curriculum Design (CCD) methodology and evidence-based scholarship informed an eight-stage CCD process with 250+ BSc stakeholders, including program teaching staff and other academics from across UoN, transferable skills experts, professional and technical staff, institutional and national leaders in STEM, students, recent graduates, and industry representatives. The new program's guiding principle is transdisciplinarity.

Today's students need the ability to work across disciplines on complex ('wicked') problems characterised by high uncertainty, contestation and rapid change. Transdisciplinarity complements and expands traditional science disciplinary expertise. Five new Science core courses creatively integrate industry relevance, transferable skills, and employability within practice-based learning across disciplines, pioneering genuine reform of science curriculum and distinguishing UoN's new BSc from science degrees nation- and world-wide.



2024 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

WORK INTEGRATED LEARNING (WIL) PROGRAMS THAT VALUE AND ENHANCE STUDENT EMPLOYABILITY

FLINDERS UNIVERSITY STEM WORK INTEGRATED LEARNING PROGRAM

Flinders University

- Dr David Hobbs
- Dr Thomas Vincent
- Dr Vlatka Zivotic-Kukolj
- Mrs Nalini Klopp
- Ms Kahlene Michalanney
- Mrs Jessica Venning
- Ms Sascha Lemon-Spence
- Ms Larissa Pearce

The unique STEM Work Integrated Learning (WIL) program at Flinders University consistently delivers outstanding graduate employability, student learning and student satisfaction rates when compared state-wide and nationally. This is despite being a smaller university based in South Australia, where employment rates are commonly the lowest nationally.

Flinders' unique WIL program immerses students in industry for up to 100 days, the longest undergraduate, core, credit-based placement in Australia. From small beginnings in 1994, the program's success has led to sustained, planned expansion from approximately 20 undergraduate engineering students to over 300 undergraduate and postgraduate students across all STEM disciplines. This expansion of WIL as a core requirement into non-traditional areas such as mathematics is unique in its scope and design.

The program has been highly commended by accrediting bodies on multiple occasions, labelled the gold standard nationally, received University awards, and local and international recognition. The program models every criterion for good practice in WIL identified in the literature, drawing on decades of established WIL knowledge and Flinders' proud history in delivering quality WIL programs. The program is led by a unified team of Academics and Professional staff who engage closely with industry and provide student support throughout.

2024

CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING



2024 CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

NATIONAL

AUSTRALIAN CATHOLIC UNIVERSITY



A/PROF JESSICA RUSS-SMITH

Neville Bonner Award for Indigenous Education

Embodying Wiradyuri Knowing, Being and Doing in learning and teaching; Leading anti-racist, relational, and care-based pedagogies for now and the future.

AUSTRALIAN CAPITAL TERRITORY

THE AUSTRALIAN NATIONAL UNIVERSITY



A/PROF CREINA DAY

For leading change in economics through innovative teaching practices and resources that enhance student engagement and promote gender equity, gaining wide cross-institutional and international recognition.

NEW SOUTH WALES

CHARLES STURT UNIVERSITY



DR JESSICA AMY SEARS

Working together to develop efficacy and preparedness of the regional Teacher Education workforce: a School-University Partnership in Work Integrated Learning (WIL).

MACQUARIE UNIVERSITY



A/PROF JOSEPHINE PAPARO

Leading the charge: Shaping the next generation of psychologists through transformative learning experiences, Simulation-based education, and the advancement of postgraduate psychology training.

UNIVERSITY OF NEW ENGLAND



THE COMMENCING STUDENT SUCCESS PROJECT TEAM

MR TIM BARTLETT-TAYLOR, A/PROF INGRID HARRINGTON, DR ROBERT WHANNELL, MR STEPHEN GRONO, DR KRISTY O'NEILL, DR CAT VOLPE JOHNSTON, A/PROF RACHAEL ADLINGTON & MR MARC MELLORS

For using Universal Design for Learning principles and evidence-based strategies to build academics' capacities to enhance initial teacher education student engagement and retention in online learning.



UNE WRITING DISCIPLINE

DR LILI PÂQUET & DR ARIELLA VAN LUYN

For transforming assessed peer workshopping for online students to positively impact on student learning and engagement.

THE UNIVERSITY OF NEWCASTLE



A/PROF XANTHE MALLETT

For pioneering the Justice Clinic and making 'true crime' an innovative, authentic placement experience for criminology, law, and psychology students to support clients seeking justice.



DR MELISSA TADROS

For sustained commitment to enhancing engagement, success and inclusion in biomedical education using digital tools that emphasise a personal teaching style and inspire diverse cohort.

UNIVERSITY OF TECHNOLOGY SYDNEY



TEAM CBD

**PROF HUI CHEN, DISTINGUISHED PROF BRIAN OLIVER &
DR DAVID VAN REYK**

For sustained and scholarly development of innovative and authentic learning experiences that engage Science students in learning in pathophysiology.



DR JOSHUA PATE

Early Career Award

Creating impactful research-led curriculum for physiotherapy students to learn a whole-person approach to chronic pain management.

UNIVERSITY OF WOLLONGONG



DR ERIN TWYFORD

For inspiring student learning through a passion for innovative work-integrated experiences in inclusive environments that bridge academia and industry, igniting curiosity and professional growth.

WESTERN SYDNEY UNIVERSITY



DR ASHLEE GORE

For breaking down barriers to student engagement and learning in Gender Crime and Violence education leading to improved student engagement, satisfaction and performance.

NORTHERN TERRITORY

CHARLES DARWIN UNIVERSITY



DR CAT KUTAY

For integrating First Nations Knowledges through narrative techniques and practical workplace experiences with authentic assessment for enhanced learning.

QUEENSLAND

BOND UNIVERSITY



DR IRIS LIM

Developing interactive and dynamic learning environments for Biomedical Science students to enhance engagement, retention and academic performance.

CQ UNIVERSITY



ICT VIRTUAL LEARNING

DR JAHAN HASSAN & A/PROF BIPLOB RAY

For enhancing learning experiences of Information and Communication Technology students by designing and developing innovative Virtual Learning Environments for Cloud computing and Internet of Things.



ALLIED HEALTH WORKFORCE PATHWAY PROGRAM

A/PROF MELANIE HAYMAN, MS TRUDY JONES, DR THOMAS DOERING, DR DAVINA TAYLOR, MS MINKA ELLIOTT & MS DEB FRIEL

For innovative curriculum design that embeds a vocational allied health qualification across multiple higher education courses to meet skills shortages and develop work-ready students.

GRIFFITH UNIVERSITY



DR BILL PLATZ

For creating innovative online studio experiences that engage and inspire students; and demonstrating that quality creative arts education is not limited to in-person learning.

JAMES COOK UNIVERSITY



JAMES COOK UNIVERSITY SHEEP WEEK

DR SANDRA DE CAT & MR CHRISTOPHER GARDINER

For designing *Sheep Week*: Seventeen years of immersive, experiential, and industry led curriculum, engaging veterinary students in the realities of rural sheep practice.

QUEENSLAND UNIVERSITY OF TECHNOLOGY



COMPASS LEADERSHIP TEAM

**A/PROF JOANNE RAMSBOTHAM, DR HELEN DONOVAN,
MR ROB JOHNSON & A/PROF KAREN THEOBALD**

Nurturing new nurses: building professional literacy skill success for non-English speaking background nursing students at Nursing COMPASS, a large-scale, equitable and accessible peer learning program.



DR SAMUEL ROACH

For facilitating equitable access to work-integrated learning for law, business, justice and criminology students by systematically dismantling barriers.



MR PAUL VAN OPDENBOSCH

For pioneering emerging technology in film and animation production practices enabling students from multiple disciplines to collaborate in filmmaking that mirrors industry approaches.

THE UNIVERSITY OF QUEENSLAND



DR CASSANDRA FRANCE

Bridging the dynamism gap for business marketing students: Navigating the dynamic nature of strategic marketing through experiential design and reflection of simulation learnings.



PROF ELIZABETH KRENSKE

For inspiring chemistry students to think beyond the laboratory, through an innovative research-led quantum chemistry curriculum that harnesses student-centred pedagogy to foster confident learning.



DR SUJA PILLAI

For unwavering commitment to learner-centred philosophy, fostering an environment that inspires passion, creativity, lifelong learning for pathology, and profoundly shaping the future of medical doctors.



A/PROF SERGEJA SLAPNIČAR

Management accounting in action: Real-world lessons from and for startups



THE SOCIAL SCIENCES TEAM

DR ZOE STAINES & A/PROF GERHARD HOFFSTAEDTER

For co-creating imaginative, innovative, and engaging new resources for social science students to become effective social change agents.

UNIVERSITY OF SOUTHERN QUEENSLAND



DR SUSAN CARTER

For creating two Open Textbooks affording students free access opportunities to knowledge with significant implications for professional practice in learning and teaching locally and globally.

UNIVERSITY OF THE SUNSHINE COAST



FOUNDATIONAL BIOSCIENCE @UNISC

A/PROF NICOLE MASTERS & MS VICTORIA HINKLEY

Championing diversity, inclusion and empowerment: The LFS103 teaching team set the standard for equitable, student-centred Foundational Bioscience education at UniSC

SOUTH AUSTRALIA

FLINDERS UNIVERSITY



ANATOMY ASSESSMENT DESIGN TEAM

**DR DUSAN MATUSICA, A/PROF CHRISTINE BARRY,
PROF RAINER HABERBERGER & PROF HELEN ANSCOMB**

For effective, authentic assessment strategies in a cadaveric dissection program that scaffold development of critical anatomical, clinical and professionalism skills for future medical practitioners.

THE UNIVERSITY OF ADELAIDE



A/PROF BEN MCCANN

For innovative, culturally rich learning and teaching strategies that promote a sense of belonging to their discipline and subsequent job readiness for Film Studies students.



DR CHELSEA CUTTING

For embedding digital *Responsive Micro Teaching* as a formative feedback strategy to enhance Pre-Service Teachers' learning experiences in mathematics education in the online learning environment.



PHARMACY PRACTITIONER IN RESIDENCE TEAM

MR JIMIT GHANDI & MS KIRSTY TAIT

Early Career Award

For the innovative design and implementation of immersive patient-centred placement experiences, empowering pharmacy students to actively engage and contribute to healthcare whilst developing essential skills.



UNISA: CONSERVATIVE MANAGEMENT OF PELVIC ORGAN PROLAPSE TEACHING AND COORDINATION TEAM

DR SOPHIE LEFMANN, DR PATRICIA NEUMANN, DR REBEKAH DAS, DR JANE CHALMERS & MS ALISON BELL

For pioneering the innovative tertiary-level training of postgraduate physiotherapy students in conservative management of pelvic organ prolapse pessary care.



DR PAULA ROWE

For leadership in online teaching approaches that enable students in equity groups to build confidence and improve learning outcomes in online human service courses.



FIRE AND CULTURE TEACHING TEAM

PROF DELENE WEBER & MS JAYNE BOASE

For using two-way learning to build student recognition of and respect for Aboriginal knowledges and the need for a different approach to Australian fire management

TASMANIA

UNIVERSITY OF TASMANIA



A/PROF VIET TRAN

For creating innovative, authentic and transformative learning experiences in the field of medicine with an emphasis on critical thinking and care of the critically ill patient.

VICTORIA

DEAKIN UNIVERSITY



DR SOPHIE MACKENZIE

Enhancing IT students' professional readiness and career outcomes through career development learning.



DBS WIL CONSULTANCY TEAM

DR WAYNE READ, A/PROF CHRISTINE CONTESSOTTO,
DR WADE HALVORSON & MR PETE WILLIAMS

For excellence in developing innovative WIL consultancy units that inspire students to learn, enhance student graduate employability skills, and support not-for-profits and small-to-medium enterprises.

LA TROBE UNIVERSITY



TERTIARY PREPARATION PROGRAM TEAM

A/PROF EMMALINE BEXLEY, DR JELENA MEDAN, DR DEAN DYDE,
MS HAYLEY MAY, DR MOHAMMAD AL BAYER, DR ZOE THOMAS &
DR BELINDA D'ANGELO

For innovation in student-centred learning through the asynchronous delivery of its multi-disciplinary university pathway program.

MONASH UNIVERSITY



DR BETTY EXINTARIS

For transforming the first-year Pharmacy student learning experience through inclusive practice inside and outside the classroom.

RMIT UNIVERSITY



DR HUA QIAN ANG

For pioneering innovative EPIC principles enabling students to master in-demand T-shaped engineering skills and the community to build engineering interest—addressing Australia's engineering skills crisis.



DISRUPTIVE TECHNOLOGIES IN BUSINESS EDUCATION

DR VIKTOR ARITY, PROF GILLIAN VESTY &
A/PROF MEREDITH THARAPOS

Innovative curriculum architecture using academically and industry informed disruptive digital pedagogy to empower graduates with critical professional skills and capabilities needed in the contemporary workplace.



DR JUSTIN BATTIN

For creatively and innovatively designing and implementing authentic assessments in a creative arts course, which jointly promoted academic integrity and improved student learning outcomes.



LIVE LOCAL, THINK GLOBAL

A/PROF MARCO DE SISTO, DR YING ZHOU, DR CHRISTOPHER
CONROY, MS HANG PHAM THANH, MR JONATHAN QUAH &
DR JUNG WOO HAN



For developing an inclusive learning ecosystem that values each culture while fostering global HRM-mindsets to enhance student experience across RMIT's international campuses

SWINBURNE UNIVERSITY OF TECHNOLOGY



DR FAITH KWA

Empowering Health Science students to thrive in work-integrated learning through crafting a professional identity and scaffolded industry engagement.



MACKELPRANG & WILLIAMS

DR JESSICA MACKELPRANG & DR JAMES WILLIAMS

For excellence in the design, implementation, and evaluation of an innovative assessment to cultivate digital literacy and visual communication skills among undergraduate health psychology students.



DR JUNHUA XIAO

Transforming health science student learning with an innovative human anatomy curriculum and multimodal digital learning combined with educator professional development activities.

THE UNIVERSITY OF MELBOURNE



DR LAURA DOOLEY

For creating an active, student-centred learning environment that fosters collaboration and adaptive problem-solving to equip veterinary students for lifelong learning.

WESTERN AUSTRALIA

EDITH COWAN UNIVERSITY



MRS GEORGINA AKERS

For excellence in counselling education through online innovation and humanistic pedagogy, enhancing accessibility and developing accredited, culturally competent practitioners to serve diverse Australian communities.



DR HUGH DAVIES

For pioneering and championing immersive ward-based simulation to build confidence and resilience among students from the health sciences in transitioning to professional practice.



DR CHRISTINA NORRIS

For a creative and scholarly approach to the development of resilience and preparedness of pre-service teachers to face the real-world challenges of the teaching profession.

THE UNIVERSITY OF WESTERN AUSTRALIA



A/PROF DONELLA CASPERSZ

For a sustained approach to teaching and the support of learning that influence students to learn about grand challenges.



PROF SARAH MURRAY

For centring student wellbeing and connection in her Constitutional Law teaching, democratising learning opportunities and scaffolding the contribution students can make as lawyers.

THE UNIVERSITY OF WESTERN AUSTRALIA CONT.



A/PROF GRACE OAKLEY

Empowering teachers by creating meaningful, scaffolded curriculum and educational resources that translate theory and research to practice.



A/PROF YU TAO

Cultivating next-generation, Australian-made, global changemakers by creating impactful global opportunities for Australian citizens and empowering international students through innovative educational practices.

