

EDUCATION DESIGN, QUALITY AND STANDARDS

Developing your JCU Citation Nomination

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Acknowledgement of Country



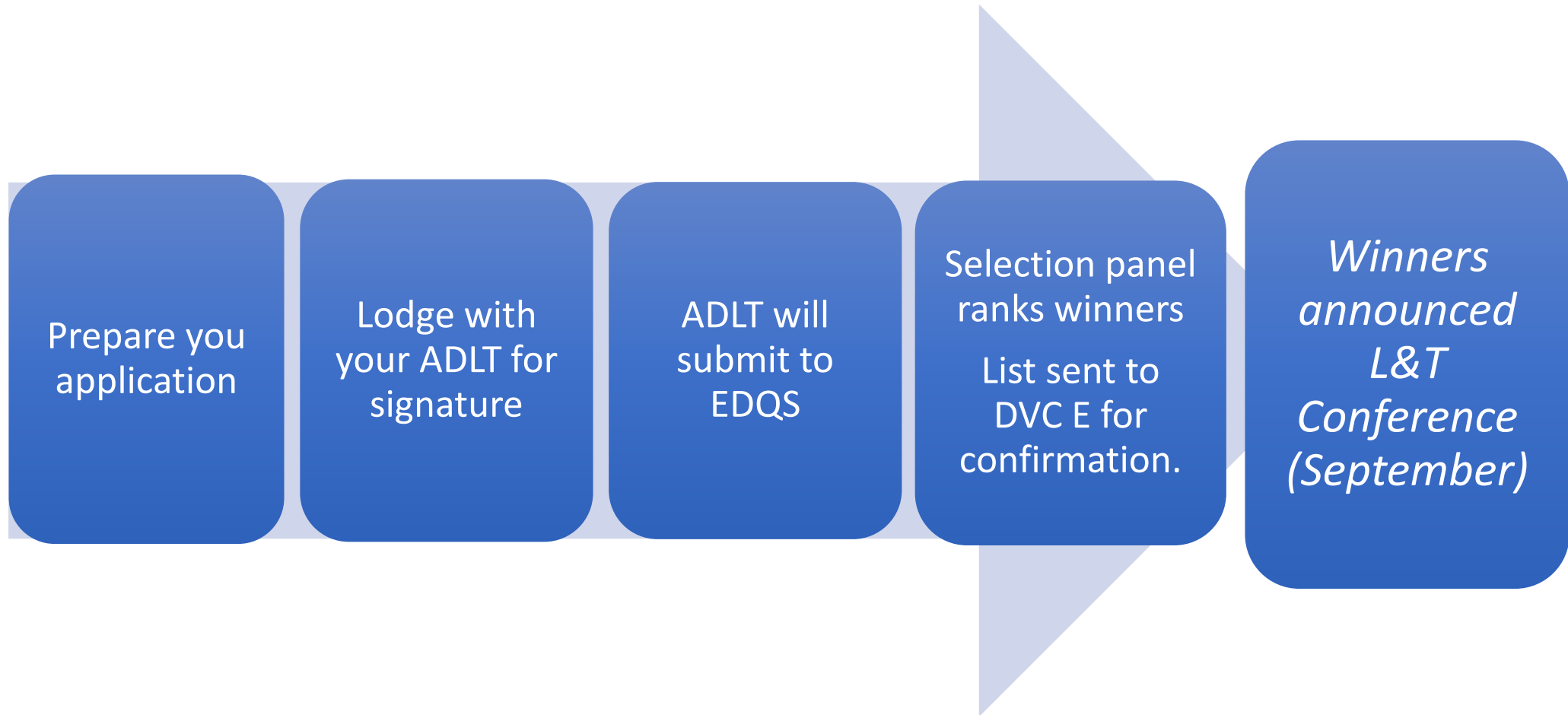
I would like to show my respect for the Traditional Custodians of the Lands on which this meeting takes place.

Recognising their enduring ways of knowing, being and doing and their relationship to land and Country.

Citation for Outstanding Contributions to Student Learning

- up to four (4) will be awarded
- Winners receive \$2500 each and overall winner receives additional \$2500 (a total of \$5,000)

JCU Process to apply for Citations



JCU Citation timeline

College deadline
ADLT to advise
nominees



Monday 21 July 2025
Nomination to Dean,
EDQS via
edqs@jcu.edu.au

The Award Assessment Matrix

All categories are assessed against the [AAUT Assessment Matrix](#)...

- Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years. (two years for Early Career nomination)
- Gained recognition from fellow staff, the institution, and/or the broader community.
- Shown creativity, imagination and/or innovation.
- Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

ASSESSMENT CRITERIA	NR	FW	R	HR
	Not Recommended	Further Work Needed	Recommended	Highly Recommended

Positively impacted on students

- Positively impacted on student learning, student engagement or the overall student experience
- for a period of no less than three years. (two years for Early Career nomination)

R Recommended	HR Highly Recommended
❑ Connections made between the initiative, program or practice and its influence on students are highlighted in most instances. ❑ Claims are supported by multiple forms of evidence from a range of sources in most cases. ❑ Demonstrated impact on students, learning and graduate outcomes. ❑ Evaluation has been carried out on the program, initiative or program. ❑ Some evaluation outcomes have been implemented to improve student learning.	❑ Explicit connections are made between the initiative, program or practice and its substantial influence on students. ❑ Provide substantial evidence from an extensive range of sources ❑ Significant impact on student experiences, learning and graduate outcomes, sustained over time. ❑ A systematic evaluation is an integral to initiative, program or practice. ❑ Evidence of evaluation outcomes are being implemented to maximise positive impact on student learning, engagement or experience.

not including time taken for identification of the issue, or for development or trial of any activity.

Positively impacted on students

- Positively impacted on student learning, student engagement or the overall student experience

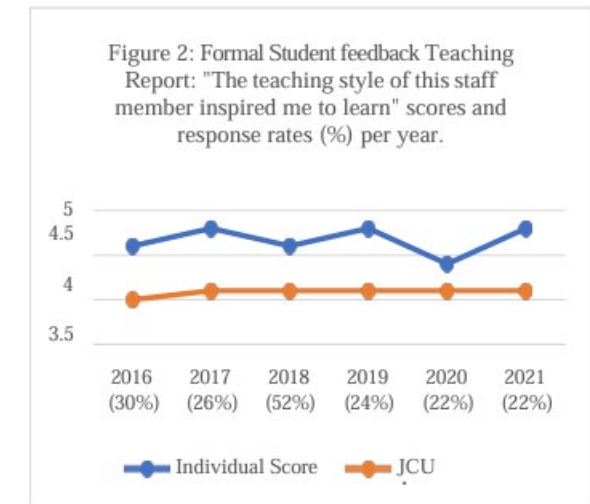
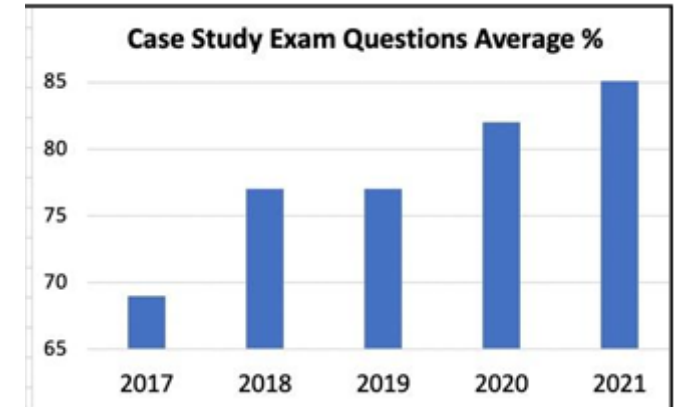
- for a period of no

less than three

changes to the subject material and delivery have improved their readiness to begin clinical placements: *"The subject was very clinical and relevant and I feel ready to start my emergency placement and 4th year because I have learnt so much about different conditions, their presentations and management"* (Formal Student Feedback, 2018); *"Going through the cases and understanding patient history, examinations and investigations was of great benefit, especially with the transition towards 4th year"* (Formal Student Feedback, 2017). The impact of my changes to the Emergency Medicine subject was felt at least two years

students to situate themselves in a sociocultural world that can sometimes feel overwhelmingly challenging: *"I was expecting to enjoy this subject but I LOVED it! And it may have changed the course of my career. I felt like something about the course structure actually shifted my thinking about this area in a profound way – almost that the course structure and content actually moved me into an experience of Aboriginal Health"* (Formal Student Feedback 2021). The subject includes an on-campus block (not offered in 2020/21 due to

Feedback, 2017). The impact of my changes to the Emergency Medicine subject was felt at least two years later with one Doctor tutor of fifth-year medical students commenting, *"one of the topics I cover in the year 5 General Practice teaching is "dizziness". Often a confusing presentation for students that can take some sorting out. To my surprise I have noted recent groups of students have all been across this topic; when I asked why, the response was 'Zaf taught us'"* (Fifth-year General Practice facilitator, 2019).



Gained Recognition

- Gained recognition from fellow staff, the institution, and/or the broader community.

R Recommended	HR Highly Recommended
☐ Several forms of evidence from a range of sources support claims of widespread recognition throughout the institution and the local community. ☐ The initiative, program or practice has been adopted across the institution or discipline.	☐ Substantial evidence from an extensive range of stakeholders' support claims of widespread recognition throughout the institution and the community across the state or nationally. ☐ The initiative, program or practice has been adopted nationally or internationally.

- Colleagues within and across universities
- Professional body recognition/awards
- Employers/Placement Providers
- External Reviewers
- Media (Newspapers/Radio/TV)
- Invites to speak at Conferences

Shown Creativity

- Shown creativity, imagination and/or innovation.
- Novel for your discipline
- NOT just good contemporary teaching practice

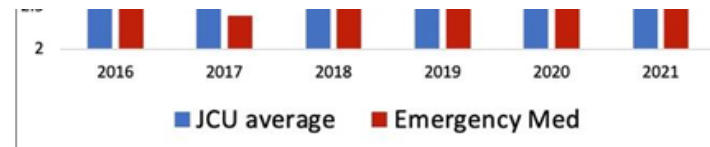
R Recommended	HR Highly Recommended
❑ More than one form of evidence provided with a succinct explanation of how the initiative, program or practice is novel. ❑ Some examples provided to demonstrate how the novel implementation is appropriate for the context and has a positive influence on student learning, engagement or overall experience.	❑ Compelling explanation and evidence demonstrating innovation, program or approach is creative and novel. ❑ An extensive range of evidence is provided to demonstrate how the novel implementation is appropriate for the context and illustrates significant influence and impact on student learning, engagement or overall experience.

Shown Creativity

- Shown creativity, imagination and/or innovation.

Zaf – systems – symptoms – storytelling

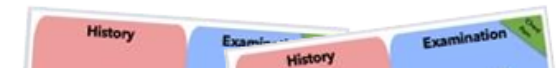
1. Reconceptualising curriculum from systems to symptoms: Prior to 2017, the Emergency Medicine Subject at JCU was structured around an 'organ system' based curriculum focussing each week on a single disease or 'organ' such as the lung, brain, or heart. Although the organ system-based approach to Emergency Medicine is convenient and mirrors the teaching approach used for basic science subjects (Dubin, 2016), it bears little resemblance to real-life patient presentation. Patients present with a symptom such as "chest pain" which



2. Narrative EPIC Cards—from symptoms to storytelling: Many medical students use study aids such as flashcards and mind maps to help in their study (Sleight 2006), and once the curriculum was changed in 2017 to focus on

symptoms, I created a new resource in 2018 that converted each symptom into a selection of memorable case stories: the EPIC cards. Storytelling, as is used in these case cards, has been

Sample of an EPIC card: front and back.



Kerry - Demystifying multidisciplinary public health practice

exploring these materials deeply students unpack unfamiliar situations, scaffolding their way through information and competencies that are often seen as intangible: the skills needed to navigate complex systems of care with patients, and to care for oneself in resource-limited environments. I have carefully curated learning artefacts⁵, including videos, live lectures and interviews with community members and professionals, podcasts, and readings, based in my anthropological knowledge and lived experiences, to afford choices in student engagement with enhancement materials that provide depth to these core elements. These choices construct a cohesive narrative in a 'choose your own adventure'^{4,6} approach throughout the subject, demystifying the twists and turns of rural health issues. Critically, this approach also positions the educator as a learning artefact: all staff teaching and marking into the subject have industry

Scholarly Literature

- Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

R Recommended	HR Highly Recommended
☐ Nomination demonstrates an understanding of scholarly literature of teaching and learning. ☐ Connections between teaching philosophy and scholarly practice are articulated. ☐ Several forms of evidence provided of engagement in scholarly practices. ☐ Contributions to the scholarship of teaching and learning.	☐ Nomination demonstrates a deep understanding and application of relevant scholarly literature of teaching and learning. ☐ Connections between teaching philosophy and scholarly practice are clearly articulated. ☐ Substantial evidence provided of leadership in scholarly practices. ☐ Significant contributions to the scholarship of teaching and learning.

Scholarly Literature

- Connections between teaching philosophy and scholarly practice are articulated

amounts of knowledge to future generations (Kelly, 2016). I have Samoan ethnicity and was brought up in Papua New Guinea, with close connections to rural and indigenous communities. My connection to indigenous cultures and my appreciation of the 'power of narrative' influences my teaching philosophy and approach. The James Cook University (JCU) Bachelor of Medicine and Bachelor of Surgery (MBBS) program is

students and ends with a short clinical placement in an emergency department. In order to motivate and inspire my students to learn, I set out to create an innovative learning experience anchored in my belief in the power of storytelling to convey knowledge. Since these changes were implemented in 2017, the pass

My anthropological training is fundamental to my approach to teaching and learning and has empowered and inspired the creation of an innovative narrative underpinning a carefully curated set of subjects that challenge students to think deeply about practice in rural, remote, and Indigenous communities. The narrative is constructed through three lenses: the individual, the social and the political, and privileges both Indigenous and non-Indigenous ways of knowing to demonstrate to my students the power of diverse knowledge systems^{3,4,5}. My approach to teaching provides students with critical, transformed conceptions of rural, remote, and Indigenous community environments and a 'toolkit' to continue to acquaint them with these communities well beyond their studies. No longer do these subjects have assessments that stand as

Your contribution to the quality of
student learning...

What makes it award worthy?

In what ways is this more than
good practice?

What is your claim?

Identify the ESSENCE of your contribution? Can you do it in 6 words?

Making statistics fun.

Building technologies for better student learning.

Developing professional identity of future scientists.

Reform through education in Indonesian Papua.

Sustained excellence in supporting doctoral students.

Biomechanics excellence through authentic student engagement.



What it is about your teaching approach, strategy or other practice that has the greatest impact on students and their learning?

What is your claim?

Applications require a **25 word** citation



Begin the proposed citation with the word **FOR...**

- **For** inspiring healthcare students to engage with challenging online content through active and differentiated pedagogy.
- **For** 'So - why does it hurt exactly?' Inspiring students to understand pathophysiology and develop clinical reasoning in undergraduate clinical nursing using a flipped learning model.
- **For** bringing the outsiders in: inspiring multi-campus regional and remote students in the nursing capstone to learn, connect and succeed.

Your 25 word citation statement

specifies the

- context,
- the discipline,
- the contributions to learning, and
- the impact.

(Kinash, 2021)

For 'So - why does it hurt exactly?' Inspiring students to understand pathophysiology and develop clinical reasoning in undergraduate clinical nursing using a flipped learning model

Citation Assessment Criteria 2025:

Choose **ONE** only

1. Approaches to teaching and/or the support of learning that influence, motivate, and inspire students to learn.
2. Development of curricula, resources, or services that reflect a command of the field.
3. Effective assessment practices that bring about improvements in student learning, may have a focus on academic integrity or digital solutions, or any assessment strategies that bring about change.
4. Innovation, leadership, or scholarship that has influenced and enhanced learning and teaching and/or the student experience.

4 pages, 2 referees

For producing work-ready graduates by developing and implementing innovative best practice teamwork assessments, that motivate, inspire and retain students.

- What category do you expect the nominee has identified?
- Is the context clear?
- Is the contribution to student learning clearly indicated?
- Is the impact identified?
- What data do you expect to see to evidence the impact?

Categories

- Approaches to teaching and/or the support of learning
- Development of curricula, resources or services
- Effective assessment practices that bring about improvements
- Innovation, leadership or scholarship

How do you identify success?

What is your evaluation framework?

Example: program logic identifies and maps the intentional and sequential progression from a program's actions to its intended results over time (Markeiwicz & Patrick, 2016, p. 36)

Current situation <i>What is the current situation? Describe the rationale and list the drivers for change.</i>	Enabling Factors / Resources <i>What is needed to do the activities leading to the desired outcomes for the project?</i>	Processes / Activities / Outputs <i>What activities are required to achieve the desired outcomes?</i>	Desired Outcomes <i>What will the outcomes (not outputs) of the project be for different stakeholders?</i>	Longer-term impact / outcomes <i>What long-term changes will your project achieve?</i>

Sources of evidence that meet desired outcomes:

Let's talk about evidence

- Evidence of the challenge
- Evidence that what you did in response, worked [over a three year period at least]
- Evidence of a process of evaluation/reflection/continuous improvement
- Evidence of recognition
- Evidence of scholarly approach/es

Forms of evidence

SEST scores

- the question stems specifically align to the claims you are making, and you have included the Likert scale maximum, response sizes and ratios, as well as measures of central tendency (presented in plain, generic language)

Quotations

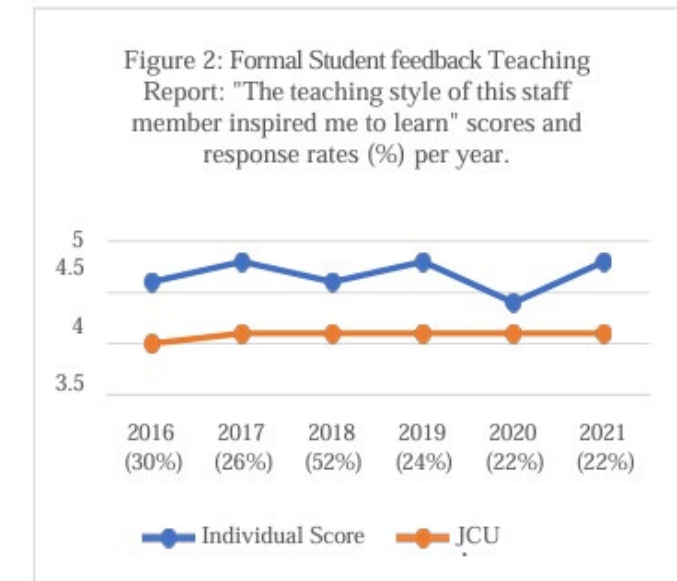
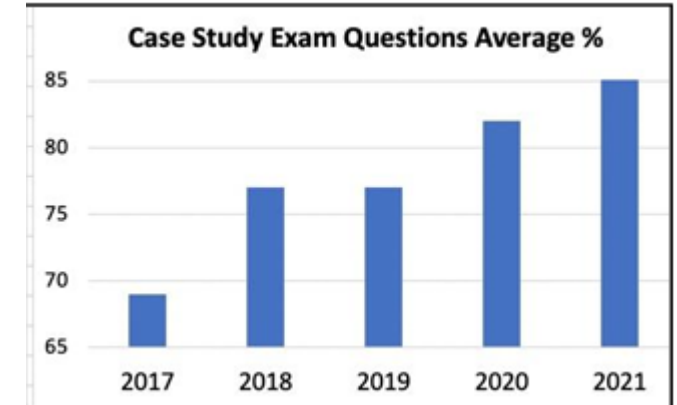
- the content is directly relevant to the specific approaches addressed in the statement (e.g. about specific learning activities and not overall comments about being the 'best' teacher) and that quotes are embedded in the text and not presented as sequential comment banks.

(Kinash, 2021)

Forms of evidence

Presentation

- Evidence is clearly presented,
- shows changes/improvements over time (e.g. as applicable to grade distributions, retention, engagement and other such learning factors),
- may need to be reformatted for clarity,
- Images, figures, or graphs labelled appropriately, and
- spatially connected to the approach.



The nomination statement [overall]

- Is consistent with your 25 word citation statement
- Creates a compelling, descriptive, in-depth view of what your students are doing to learn (i.e. what the student learning approaches look like).
- Clearly articulates your philosophy of learning and teaching, and this philosophy is cohesive with your approaches.
- Has a clear narrative and student learning at the centre
- Your statement is more about your students and their learning, and less about you and your teaching

Structure your nomination statement

- Context first – your students, your discipline, length of time (avoid subject codes and acronyms)
- The problem/issue you faced [evidence]
- Your solution – and why it is unique
- The sustained impact [evidence]

Comments from AAUT assessors:

I think presentation of evidence to clearly make one's case or tell their story is really important. Common problems include **lack of appropriate evidence; not being clear about what the evidence goes to; or positioning evidence in the wrong place so that it is not clearly related to the story being told.**

Know the value of evidence about good teaching and **different ways to evaluate your teaching** outside of institutional student surveys.

[Professor Shelley Kinash](#): Creating winning applications from AAUT 2021 briefing session series

Writing the nomination

- Read the [past national citation winner nominations](#) on the EDQS website as examples and for inspiration
- First person (except citation [25 wds] or synopsis)
- Active voice
- Approachable language
- YOUR voice
- Write abundantly, edit thoroughly (the 1/3 rule)
- Keep students and student learning front and centre
- Follow the formatting instructions – there is no forgiveness

Features of a strong award nomination

- Shows a **passion** for the subjects and the students
- Is **engaging**! Reading an excellent nomination should be energising!
- Creates an effective narrative of the development of **innovative strategies**
- Wisely integrates evidence – from a range of sources – including numerical data where possible
- Shows a **sustained impact** using a range of evidence
- Demonstrates how the nominee **excels beyond the standard requirements** of the job

Referees

- Referee statements speak clearly and positively to your chosen criterion
- Ask - provide a draft for the referee to edit

What now?

Work with your ADLT

READ

- Information session slides
- [AAUT Recipients citation nominations](#)
- [The Citation Application Guidelines](#)

WATCH

- AAUT 2022-2023 [Writing a successful Citation nomination](#) session or
- AAUT 2024 [Writing a successful Citation nomination](#) session

