



Australian Government  
Department of Education and Training



# 2017 Australian Awards for University Teaching



# 2017 Australian Awards for University Teaching

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# 2017

## Australian Awards for University Teaching

### Message from the Minister

Australia's higher education system enjoys a strong national and international reputation for the quality of its teaching and high levels of student satisfaction. This reputation has been earned through the dedication and effort of learning and teaching academics and professional staff in our higher education institutions. We have maintained this reputation because our university teachers have not been content to rest on past achievements but rather continue to look to build on successes and search for ways to improve performance.

By providing students with the skills and adaptability required for the rapidly changing nature of the 21st century workforce, our strong education and training system serves as a cornerstone for continued prosperity and innovation. Great teachers can bestow great benefits on their students by inspiring a thirst for lifelong learning and inquiry, by equipping them with the ability and imagination to respond to changing circumstances in innovative ways. It is teachers of this calibre that we recognise through these prestigious awards.

It is an honour to present this year's recipients for the Australian Awards for University Teaching. This year marks the 20th year of the Awards and the annual event has been an important way to recognise the many passionate and generous teachers and teams who strive to find new ways to engage students and make learning a rewarding experience. In 2017, the Awards recognise and reward the commitment of 70 individuals and team members who excel in inspiring their students and colleagues.

I congratulate the 2017 Australian University Teacher of the Year, Distinguished Professor Peter Corke. Professor Corke has made an outstanding contribution to the physical sciences curriculum with his innovative and engaging teaching of robotics, engaging both his peers and students in Australia and overseas with inventive, high quality robotics education curricula, delivered in the classroom and online.

This year I also congratulate Professor Sally Kift who receives a Career Achievement Award in recognition of her sustained contribution to higher education learning and teaching. Professor Kift's work on the first-year student experience has had a lasting systemic impact in higher education and laid the foundations for improved student outcomes.

I warmly congratulate this year's recipients on their Awards and commend them all for their generosity in sharing their knowledge and insights, not only with students but with colleagues and the wider community. I thank you for your energy and commitment to teaching excellence.

**Senator the Hon Simon Birmingham**  
Minister for Education and Training

# 2017

Award for Australian  
University Teacher  
of the Year



# 2017 Award for Australian University Teacher of the Year

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## PHYSICAL SCIENCES AND RELATED STUDIES

### **Distinguished Professor Peter Corke**

#### **Queensland University of Technology**

Professor Peter Corke has transformed robotics education at Queensland University of Technology and more widely through his highly accessible learning activities and resources. His vision for teaching robotics has led to a real-world, project-based curriculum, open-source software, series of Massive Open Online Courses, publication of a textbook, delivery of popular online lectures, and establishment of the innovative online global *Robot Academy*.

Professor Corke's scaffolded approach to learning design guides learners effectively through an understanding of concepts, hands on experiments and early experience in constructing robots. Considered by his peers as a pioneer in robotics education, Professor Corke shares his knowledge and passion through building the learning and teaching capabilities of peers to foster a culture of shared commitment to high quality robotics education.



# 2017

## Career Achievement Award



## Professor Sally Kift

Professor Sally Kift has made a significant contribution to Australian higher education through her work on transition pedagogy, first year student engagement, inclusive curriculum design, whole-of-institution approaches to student success, and legal education.

Sally is a Principal Fellow of the Higher Education Academy (PFHEA), a Fellow of the Australian Academy of Law (FAAL) and President of the Australian Learning and Teaching Fellows (ALTF). From 2012-2017, she was the Deputy Vice-Chancellor (Academic) at James Cook University (JCU).

Prior to commencing at JCU in 2012, Sally was a Professor of Law at Queensland University of Technology (QUT), where she also served as Law Faculty Assistant Dean, Teaching & Learning (2001-2006) and QUT's foundational Director, First Year Experience (2006-2007). In the latter role, significant enhancements to QUT's policy and institutional culture were achieved in the areas of first year student engagement, support and curriculum design.

Sally received a National Teaching Award (AAUT) in 2003. In 2006, she was awarded one of three inaugural Australian Learning and Teaching Council (ALTC) Senior Fellowships for a program of work on the First Year Student Experience. In 2007, she led a Project Team that received an ALTC National Program Award for QUT Law Faculty's Assessment and Feedback practices. In 2010, Sally was appointed an ALTC Discipline Scholar: Law to lead that discipline's work on the Learning and Teaching Academic Standards Project (LTASP). In 2011, she was appointed a member of the Council of Australian Law Deans (CALD) inaugural Australian Law School Standards Committee and in 2016 she was appointed to the Law Admissions Consultative Committee's (LACC's) Assuring Professional Competence Committee.

Sally has published widely on transition pedagogy, legal education and student transition, and has received numerous national and international invitations to deliver keynote addresses, workshops, and seminars on issues of contemporary relevance to higher education such as: transition and the first year experience; social inclusion and supporting diverse student cohorts; curriculum design to embed and assess graduate attributes and employability skills; teaching quality and improvement; student engagement; student success and retention; legal education; capstone experiences; and the legal implications of cyberbullying in schools. She has a substantial record of attracting grant and consultancy income and is frequently asked to sit on higher education review and appointment panels, and to evaluate teaching excellence, grant outcomes, and curriculum renewal across the disciplines.

# 2017

## Awards for Teaching Excellence

The Awards for Teaching Excellence celebrate Australia's most outstanding university teachers who have made significant contributions to the quality of learning and teaching in higher education. The Awards recognise teachers who have demonstrated excellent leadership through their commitment to innovation and delivery of quality teaching. These recipients have shown sustained dedication to enriching and improving student learning outcomes in higher education.



# 2017 Award for Teaching Excellence

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BIOLOGICAL SCIENCES, HEALTH AND RELATED STUDIES

## **Associate Professor Katrina Anderson**

### **The Australian National University**

Associate Professor Katrina Anderson is an experienced General Practitioner who teaches across The Australian National University Medical School curriculum. She designed a vertically integrated curriculum that focuses specifically on interpersonal skills, self-care and reflective practices. Associate Professor Anderson's teaching concurrently embraces medicine's basis in science, and the human characteristics of emotion, compassion and empathy. The holistic merging of these two themes ensures that students understand the importance of the doctor-patient relationship in the healing process.

Associate Professor Anderson's outstanding contribution to teaching has been recognised through several Australian National University awards for teaching excellence and her teaching innovations have received funding support in excess of \$1 million from various external bodies.



# 2017 Award for Teaching Excellence

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BIOLOGICAL SCIENCES, HEALTH AND RELATED STUDIES

**Associate Professor Laura Gregory**

**Queensland University of Technology**

Associate Professor Laura Gregory has transformed anatomy teaching through her inventive approach to teaching. Since 2005 Associate Professor Gregory has iteratively transformed anatomy teaching through meaningful partnerships with students, the establishment of peer communities, and flipped and collaborative learning experiences, all supported by a range of novel activities, resources and technologies. This approach has maximised student engagement in anatomical sciences, increased students' depth of understanding and critical thinking abilities and consequently enhanced their employability on graduation.

Recognised as an inspirational teacher, leader and mentor, Associate Professor Gregory has been instrumental in establishing a biomedical learning and teaching community of practice, delivering continuing professional development programs to the health profession and fostering a strong collaborative learning culture in her discipline.



# 2017 Award for Teaching Excellence

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BIOLOGICAL SCIENCES, HEALTH AND RELATED STUDIES

**Associate Professor Claire Palermo**

**Monash University**

Associate Professor Claire Palermo has inspired and educated over 700 dietetics students to consider and address the underlying issues to eating well, as well as developing their research skills so they are equipped to contribute evidence for improved practice.

Associate Professor Palermo has also mobilised a community of dietetics educators to change their assessment approaches. She has led the transformation of national competency standards for dietitians by engaging a broad group of industry and professional stakeholders so that dietitians are better prepared to manage the complex nutrition issues in our society and improve the health of the individuals and communities they serve.



# 2017 Award for Teaching Excellence

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## EARLY CAREER

### **Dr Jason Payne**

#### **The Australian National University**

Dr Jason Payne brings to the classroom a philosophy that genuine change in the Australian criminal justice system can only be achieved by a new generation of research-literate and quantitatively-confident criminal justice practitioners, policy makers and researchers. Since commencing teaching in 2014, Dr Payne's integration of theory and reflective practice into the criminology curriculum has been strongly endorsed by students and colleagues. He received an ANU Vice-Chancellor's Award for Teaching Excellence (Early Career) in 2017, and the ANU College of Arts and Social Sciences (CASS) Award for Teaching Excellence in 2016.

Dr Payne is committed to developing criminology into a truly interdisciplinary experience for students who, above all else, will have the confidence to understand criminological data, to interpret criminological research, and through these skills challenge the outdated doctrines of the discipline.



# 2017 Award for Teaching Excellence

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## HUMANITIES AND THE ARTS

### **Associate Professor Simone Taffe**

**Swinburne University of Technology**

For ten years, Associate Professor Simone Taffe has tailored problem-based learning to suit design students across all levels and capabilities. Associate Professor Taffe was instrumental in establishing the Swinburne Design Factory, providing an international learning platform for multi-disciplined student teams. Her students work with clients in real-world design scenarios, including branding, websites, games and service designs, so that they are equipped to excel in the workplace.

Associate Professor Taffe leads a postgraduate Hit Submit writing program, significantly raising publication rates. Her sustained commitment to problem-based learning in design education has led to university-wide teacher recognition, a 2013 Vice-Chancellor's Teaching Excellence Award (Higher Education) and a 2014 Office for Learning and Teaching Citation.



# 2017 Award for Teaching Excellence

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## HUMANITIES AND THE ARTS

### **Associate Professor Andrew Dodd**

**Swinburne University of Technology**

Associate Professor Andrew Dodd's approach to teaching is informed by a requirement for journalism schools to be relevant and useful and to prepare students for a profession undergoing rapid change. Associate Professor Dodd has created mass reporting projects on a local, state and national level in partnership with major media organisations over the last several years. These projects are characterised by extraordinary multiple-university collegiality and are changing how universities work together. Each project brings networks of students and staff together to foster deep learning through the application of the skills and theory that underpins curriculum. They provide authentic learning by connecting students to topical issues and generating real reportage for real audiences.



# 2017 Award for Teaching Excellence

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## LAW, ECONOMICS, BUSINESS AND RELATED STUDIES

### **Mr Carl Sherwood**

#### **The University of Queensland**

Mr Carl Sherwood's storytelling approach has enabled statistics students in first year classes to construct meaningful linkages between abstract statistical concepts and real-world contexts. In removing statistical jargon and making statistics accessible to students using their everyday life experiences, Mr Sherwood motivates students to find personal value in their learning.

Mr Sherwood has successfully translated and shared his unique approaches through the publishing of numerous online videos and the significant redesign of the School of Economics' Peer Assisted Study Session program, tutor selection process and tutor training programs—all integral for student learning. His creative and scholarly approaches to teaching statistics in large classes captivates students' interests through appreciating their diverse educational backgrounds, learning expectations and desired outcomes.



# 2017 Award for Teaching Excellence

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LAW, ECONOMICS, BUSINESS AND RELATED STUDIES

**Dr Simon Angus**

**Monash University**

Dr Simon Angus seeks to create deep and memorable learning experiences that will provide his students with the ability to navigate complexity beyond the classroom. Dr Angus' approach to teaching uses economics as a lens to which solutions can be posed to a wide range of real world global problems. By adopting this approach, Dr Angus is able to make economics inspiring for his students and cover highly technical content in a manner where the relevance is immediately apparent.

Dr Angus provides students with the skills of broad-based critical thinking and collaboration that will enable them to be effective problem solvers and leaders in the agile, team-based enterprises, industries and professions of tomorrow.



# 2017 Award for Teaching Excellence

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LAW, ECONOMICS, BUSINESS AND RELATED STUDIES

**Dr Anna von Reibnitz**

**The Australian National University**

Dr Anna von Reibnitz' passionate and engaged teaching style can be summarised by one of the words most commonly used in her evaluations: 'students'. Her student-centred teaching methods focus on engaging with students of all abilities, language backgrounds and cultures.

Dr von Reibnitz' quest for new ways to inspire and excite her students has led to the introduction of innovative teaching methods that emphasise active engagement and authentic learning to equip students for life in the enterprising and competitive world of finance.



# 2017 Award for Teaching Excellence

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LAW, ECONOMICS, BUSINESS AND RELATED STUDIES

**Associate Professor Brendan Boyle**

**University of Newcastle**

Associate Professor Brendan Boyle has demonstrated an exemplar approach to culturally responsive teaching in educating international students. For the majority of international students, student-focused or independent learning are unfamiliar concepts. Their mental models of quality are both diverse and misaligned with the Australian model. Associate Professor Boyle builds an understanding of academic quality that fosters independent learning, which enables students to progress in the Australian system and at a high standard. Through holistic approaches to teaching, assessment and feedback, he fosters independent learning amongst a diverse group of students, ensuring that they become confident and motivated learners.



# 2017 Award for Teaching Excellence

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## LAW, ECONOMICS, BUSINESS AND RELATED STUDIES

### **Associate Professor Natalie Skead**

#### **The University of Western Australia**

Associate Professor Natalie Skead transforms students through innovative and reflective teaching that focuses on interaction, engagement and skills development. Associate Professor Skead inspires graduates to be highly skilled and knowledgeable, to demonstrate ethical and professional conduct and be committed to justice.

Learning through problem-solving is an important feature of Associate Professor Skead's teaching, in both small and large groups. These classes synthesise and contextualise students' understanding, build students' higher order thinking and analysis, and involve them in actively constructing and optimising their own learning. In solving problems, students grapple with newly learned legal concepts, principles, issues and facts which allow them to learn with and from each other. Students are encouraged to explore their ideas, express different opinions and critically analyse and critique cases, commentary, and the views of teachers and their peers, as well as their own views.



# 2017 Award for Teaching Excellence

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## PHYSICAL SCIENCES AND RELATED STUDIES

### **Dr Vincent Wheatley**

**The University of Queensland**

Dr Vincent Wheatley brings his connections with cutting-edge research in aerospace engineering to the classroom as authentic scenarios for every learning activity. His leadership was instrumental to the success of edX Massive Open Online Course Hypersonics: From Shockwaves to Scramjets. The Massive Open Online Course was exemplary on two fronts: demonstrating that high-level technical courses can be successfully delivered through Massive Open Online Course platforms, and enriching the on-campus experience through the flipped classroom. Attracting learners from 129 countries, the Massive Open Online Course garnered recognition from international experts and colleagues with the high quality of the technical content. Dr Wheatley's commitment to improving curricula for students through authentic, active and inspired learning has been recognised at school, faculty and university level through multiple teaching and learning awards.



# 2017 Award for Teaching Excellence

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## PHYSICAL SCIENCES AND RELATED STUDIES

### **Mr Jeremy Smith**

#### **The Australian National University**

For the past decade, Mr Jeremy Smith has been empowering students through experiential learning and engagement with communities and socially-focused organisations. His creation of an Australian-first humanitarian engineering pathway at The Australian National University has directly impacted almost 3,000 people and resulted in increased employability for graduates; a 50 per cent increase in gender diversity in engineering at the Australian National University; and positive outcomes for partners in Australia and overseas. Mr Smith's innovations have been adopted by nine universities, and are evident in the plans of the five universities who are currently designing and delivering award programs in humanitarian engineering in Australasia: these are nurtured by a network established by Mr Smith to support national collaborations.



# 2017 Award for Teaching Excellence

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## PHYSICAL SCIENCES AND RELATED STUDIES

### **Dr John Debs**

#### **The Australian National University**

Dr John Debs teaches students from a range of backgrounds to 'think like a physicist'. His blended teaching approach comprising inquiry-based learning, hands-on design, building and making, encouragement of independent thought and critical thinking has inspired his colleagues in the design of their own courses.

Dr Debs' ability to affect cultural change on campus and enhance student learning is evidenced through his design and implementation of the Mike Gore Centre for Physics Education at The Australian National University, comprising innovative learning spaces, and most significantly the transformative 'Makerspace'. Boasting membership from five of the seven colleges at the university, the Makerspace has allowed students and staff of all ages and backgrounds to work on projects, and share knowledge and ideas with a range of innovative equipment and resources at their fingertips.



# 2017 Award for Teaching Excellence

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## SOCIAL AND BEHAVIOURAL SCIENCES

### **Professor Craig Gonsalvez**

#### **Western Sydney University**

Professor Craig Gonsalvez has made significant contributions to teaching clinical supervision - the most resource-intensive component of practitioner training in psychology. Professor Gonsalvez' innovative model of supervision provides supervisors with a blueprint and resources that help improve students' ability to: make theory-practice links, more accurately appraise their profiles of strengths and needs, become more reflective and actively collaborate with the supervisor to create a positive environment for growth and excellence. His supervision model underpins and informs a national supervisor-training curriculum recently adopted by the Australian Psychological Society, benefiting in excess of 700 psychology supervisors.

Professor Gonsalvez has led a multi-site initiative that has contributed several valuable teaching resources for supervisors, especially the creation of new instruments to assess practitioner competencies. The instruments, currently used by 24 training institutions in Australia and overseas, improve the reliability and validity of competence assessments of students. His contributions have attracted acclaim nationally and internationally and won Professor Gonsalvez several awards.



# 2017 Award for Teaching Excellence

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## SOCIAL AND BEHAVIOURAL SCIENCES

### **Deakin Psychology Simulation Team**

**Dr Jade Sheen, Associate Professor Wendy Sutherland-Smith and Professor Jane McGillivray**

#### **Deakin University**

The Deakin Psychology Simulation Team addresses the issue of translating theory into practice through the development and systematic integration of simulation-based education within postgraduate professional psychology courses. Simulation-based education allows students to engage in simulated workplace learning opportunities that are both authentic and proximal to their workplace environments. Students observe clinical staff undertaking practice; engage with real-world case studies; practice clinical skills with live simulated patients; and undertake authentic workplace related assessments of learned skills.

The simulation-based education program, used effectively over six years, is unique within the psychology discipline, offering an unparalleled depth and breadth of simulation-based learning opportunities for students.



# 2017

## Awards for Programs that Enhance Learning

The 2017 Awards for Programs that Enhance Learning recognise learning and teaching support programs and services that make an innovative and outstanding contribution to student learning outcomes and the student experience of higher education. The program recipients have set high standards for ongoing quality in learning and teaching activities in Australian higher education institutions.



# 2017 Award for Programs that Enhance Learning

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## WIDENING PARTICIPATION

### **K-Track Indigenous Enabling Program**

**Murdoch University**

Mr Braden Hill

Dr Karin Strehlow

Dr Rebecca Bennett

Ms Sian Bennett

Dr Helen Correia

The K-Track Indigenous Enabling Program is a pre-university course for Aboriginal and Torres Strait Islander students to provide them with the skills, knowledge and confidence to access and successfully engage with higher education. The program was designed to address low pass and transition rates in Aboriginal and Torres Strait Islander students by transforming student perceptions and narratives of themselves as being worthy and capable of tertiary success.

The K-Track program embraces diverse and inclusive expressions of Indigenous identity, challenges limiting stereotypes and integrates Western and Indigenous approaches to science, which has led to an increase in the uptake of STEM degrees. K-Track's focus on developing physical, social and psychological resilience through critical engagement, mindfulness, movement and self-reflection has produced a significant increase in both pass and transition rates amongst Indigenous students.



# 2017 Award for Programs that Enhance Learning

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## WIDENING PARTICIPATION

### **UOW Outreach and Pathways Program**

#### **University of Wollongong**

Ms Kylie Austin

Ms Sarah Smith

Ms Keirin McCormack

Ms Shannon Archer

Ms Sam Avitaia

The UOW Outreach and Pathways Program engages with individuals in targeted schools and communities to build aspirations, awareness and attainment toward higher education. The program's activities aim to widen participation of individuals from low socio-economic, rural and remote and Indigenous backgrounds in particular. Partnering with the New South Wales Department of Education, the Catholic Education Office, New South Wales TAFE and private registered training organisations, the program's activities focus on lifelong learning and engagement with education, whilst providing tangible outcomes for individuals.

The program has resulted in over 86 per cent of cohorts from low socio-economic status backgrounds articulating to higher education each year, comparative to low socio-economic status student participation in the sector (17.5 per cent) and at the university (25.10 per cent) and, since 2011, an average retention rate of 75 per cent of the program's cohort.



# 2017 Award for Programs that Enhance Learning

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## EDUCATIONAL PARTNERSHIPS AND COLLABORATIONS WITH OTHER ORGANISATIONS

### **Professional and Community Engagement (PACE)**

**Macquarie University**

Ms Lindie Clark  
Professor Sherman Young

The Professional and Community Engagement (PACE) program is a whole-of-university work-integrated learning program. The PACE program provides an academic framework through which all undergraduate students engage with industry and community partners to learn through practical experience, contribute to their host organisation, and develop a range of career and life skills relevant to their program of study. Since 2012, more than 2,500 industry and community partners have formed learning partnerships with PACE through one of 88 PACE units that now span the university's five faculties and almost every academic discipline.

Qualitative and quantitative evidence indicates that the PACE program is equipping students for the changing world of work and a life of ethical and engaged citizenship. Program outcomes for equity groups, including non-English speaking background students and those with a disability, have been particularly successful.



# 2017 Award for Programs that Enhance Learning

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## INNOVATION AND FLEXIBILITY IN CURRICULA, LEARNING AND TEACHING

### **Griffith University Bachelor of Midwifery**

#### **Griffith University**

Professor Jennifer Gamble

Ms Janice Bass

Associate Professor Mary Sidebotham

Ms Amanda Carter

Professor Jennifer Fenwick

Ms Tania Fleming

Dr Kathleen Baird

Mr Ganeshan Rao

The Griffith University Bachelor of Midwifery (BMid) program prepares graduates to not only be evidence-based practitioners, but to envision maternity care for the future. The program design features short, intensive blocks of teaching; sophisticated integration of educational technology, enabling students to access theoretical content while remaining engaged in their clinical learning; innovative real-world assessment; and a novel clinical education model which places students in one facility for the duration of their program.

Effective partnerships with clinical facilities by BMid lecturers foster student engagement and learning, and build the teaching capabilities of clinical staff instructors. The flexibility created by these design features enables students to recruit and provide continuity of care throughout pregnancy, birth and postpartum for a minimum of 20 women ensuring they are prepared for practice at graduation.



# 2017 Award for Programs that Enhance Learning

## INNOVATION AND FLEXIBILITY IN CURRICULA, LEARNING AND TEACHING

### **UQ First Year Chemistry**

**The University of Queensland**

Associate Professor Joanne Blanchfield

Dr Denise Adams

Dr Andrew Allsebrook

Dr Bruce D'Arcy

Professor Mary Garson

Dr Efpraxia Kartsonaki

Associate Professor Gwendolyn Lawrie

Professor James De Voss

Associate Professor Mark Riley

Dr Philip Sharpe

Over 3,500 students from 47 different programs of study enrol in The University of Queensland's first year chemistry (FYC) course annually. Since 2012 the FYC teaching team, comprising academic and professional staff, has delivered a program that ensures learning progressions maximise student outcomes across a suite of five courses over three semesters. The FYC curriculum integrates and embeds innovative teaching and learning practices, enhanced through technology and informed by pedagogical research. The program has enhanced student learning through flexible and multimodal delivery of learning environments, assessment and learning support.



# 2017 Award for Programs that Enhance Learning

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## INNOVATION AND FLEXIBILITY IN CURRICULA, LEARNING AND TEACHING

### **Innovation and Inspiration through the Bachelor of Technology (Motorsports)**

**Edith Cowan University**

Dr Kevin Hayward

Dr Ferdinando Guzzomi

Mr John Hurney

Currently the only program of its kind offered in Australia, the Bachelor of Technology (Motorsports) has achieved success through a curriculum that brings together theory, practice, peer collaboration, mentoring and multiple industry links. Students compete in national and international racing competitions and are currently ranked 2nd nationally, and 25th out of more than 500 international universities and colleges. The program also attracts students who might not have traditionally entered university.

The teaching staff deliver authentic and active learning experiences centred on project-based learning, simulated work tasks and real world assessments, enhanced by multiple learning experiences in laboratories and seminars. With state-of-the-art equipment valued at approximately \$1.2 million, students have hands-on experiences that contribute to success in international competitions for performance vehicle design and racing and provide the university with high student satisfaction rates in undergraduate engineering.



# 2017 Award for Programs that Enhance Learning

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## INNOVATION AND FLEXIBILITY IN CURRICULA, LEARNING AND TEACHING

### **Bachelor of Fine Arts (Screenwriting)**

**The University of Melbourne**

Dr Annabelle Murphy  
Mr Luke Devenish

Ms Philippa Burne  
Mr Ben Michael

The Bachelor of Fine Arts (Screenwriting) is a pioneer in the design of innovative whole-student learning curricula in screenwriting programs in Australia. The program has demonstrably enhanced student outcomes with almost 100 per cent of graduates being offered employment, internships or creative development opportunities within the industry upon graduation. The program has had a positive impact upon the student experience, evidenced by high student satisfaction levels and graduate outcomes, and has established a strong reputation for quality within the Australian screen industry.

The program's impact and leadership has been recognised by two institutional awards for sustained teaching and learning excellence in 2017 and 2016 including a university-wide award that recognises overall teaching excellence in the fields of Arts, Education, Law and Music and a Teaching Excellence Award for the program's curriculum design excellence and its teaching team.



# 2017 Award for Programs that Enhance Learning

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STUDENT EXPERIENCES AND SERVICES  
SUPPORTING LEARNING, DEVELOPMENT  
AND GROWTH IN HIGHER EDUCATION

## **Griffith Community Internship**

### **Griffith University**

Mrs Carol-joy Patrick

Mr Ben Cameron

Ms Catherine Longworth

Ms Bernadett Dobos

Mr James Smith

The Griffith Community Internship program is available to all students across the university as a way to achieve personal and professional transformation through volunteering in not-for-profit organisations, while studying a purposefully designed curriculum with a focus on human rights, citizenship and social equality. The program has designed an academic support model which ensures students of all capabilities and capacities can succeed in their internship. This approach results in graduates of influence who continue contributing to their community as volunteers after the completion of the course.

The program provides a sustained and demonstrably effective whole-of-university approach to concurrently enhance students' employability and their on-going civic engagement. Since 2012 over 2,300 students have achieved personal and professional growth while providing over 120,000 hours of volunteering to almost 400 community organisations. The program has grown from availability as a free-choice elective and is now included as a core or listed and recommended elective in over 70 discreet undergraduate or postgraduate programs. The program has attracted significant interest across the sector as an exemplar of transformative work-integrated learning.



# 2017 Award for Programs that Enhance Learning

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## STUDENT EXPERIENCES AND SERVICES SUPPORTING LEARNING, DEVELOPMENT AND GROWTH IN HIGHER EDUCATION

### **Mastering Academic and Research Skills (MARS): strengthening academic pathways from orientation to graduation**

**Monash University**

Ms Josephine Hook

Dr Nell Kimberley

Ms Leanne McCann

Mr Damian Gleeson

Ms Anne Taib

Mr Andrew Dixon

Mr David Horne

Mr Erik Beyersdorf

Mastering Academic and Research Skills (MARS) is a model for the development of academic and research skills of masters coursework students to support their learning and maximise success in their studies. The model is designed by a partnership of academics, library and educational design staff to give students multiple entry points to resources across a variety of platforms. Students learn, practise and are assessed on academic and professional skills such as critical thinking, problem-solving, reflective practice and professional communication in a coordinated, integrated and supported way, preparing them for the global workplace.

The MARS model comprises four dimensions: a face-to-face orientation program to introduce students from predominantly international backgrounds to a western education system; a semester-long modular online skills program to complement and extend the orientation program; face-to-face skills workshops delivered through the semester timed to coincide with assessment schedules; and in-curriculum co-teaching and provision of skills resources. The program is delivered in a layered way through the semester and accessible to students for the duration of their studies. The flexible delivery ensures resources are available 'just-in-time' for students as they are preparing for their assessments.





