Citations for Outstanding Contributions to Student Learning

CITATION RECIPIENTS

Dr Frédérique Bracoud

School: Economics

Citation: For encouraging students from Economics, Arts and Business to acquire proficiency in finance through original learning resources and activities, which foster engagement and accommodate diversity.

Synopsis: When enrolling in ECON3210 Financial Markets and Institutions students from Economics, Arts and Business come equipped with different skills and knowledge. Frédérique Bracoud has designed the course content, original resources and activities to capture the interest of students from all disciplines, accommodate their diverse skills and raise them to proficiency in finance. From a clear understanding of students' prior misconceptions and the challenges they encounter when studying finance, Frédérique has developed original lecture notes, training exercises with detailed model answers and online revision quizzes that adopt a rigorous, detailed and step-by-step approach. These resources suit all initial levels of knowledge and provide many opportunities to learn by doing, either individually or as a group. Frédérique runs original tutorials where group work can vary from table to table to accommodate the preparedness of students, giving them the motivation to catch up if behind in their studies, and to aim higher. The assessment structure aligns with the learning resources and activities so students have an incentive to engage and use the resources. Resources and learning activities encourage both struggling learners and high achievers to study, to progress to a higher level of understanding and ultimately to reach in-depth knowledge.

Dr Lisa Fitzgerald

School: Public Health

Citation: Taking students to a deeper understanding of the social determinants of health through active teaching and learning strategies that influence, motivate and inspire.

Synopsis: Growing health inequalities necessitate that public health practitioners design and implement interdisciplinary strategies to tackle this complex problem to promote social justice and more equitable health outcomes. To support future public health practitioners to tackle these challenges Lisa Fitzgerald, a teaching and research (T&R) academic in the School of Public Health (SPH), coordinates PUBH7620: Social Perspectives in Public Health, a large core course in the Master of Public Health (MPH). Lisa has translated her drive for reducing health inequalities into innovative and successful teaching and learning strategies that influence, motivate and inspire her students. Over the last six years Lisa has radically redesigned her teaching activities towards engaging, active, experiential teaching and learning that brings the social determinants of health (SDH) to life for her students. Lisa mentors teaching staff and enthusiastically shares her teaching experiences with interested academics through publications, presentations and committee work. She has promoted active, technology-enhanced public health teaching and learning at SPH, UQ and at a national level. Her teaching resources have been used in schools of public health nationally through the Council of Academic Public Health Institutions Australia (CAPHIA).

Dr Nicole Hartley

School: Business

Citation: For inspiring and enhancing student work-ready learning through innovative industry engagement projects that transform the classroom into a marketing/advertising agency.

Synopsis: As a marketing and advertising educator, Nicole Hartley believes she has a responsibility to prepare her students for the workplaces of tomorrow and to instil in them a sense of confidence in the types of contribution they can make. Soon after joining the UQ Business School (UQBS) in 2010, Nicole realised that there was a distinct lack of practical based assessment within the marketing and advertising course offerings for both UG and PG business students. In response, Nicole created and introduced into her courses innovative industry-based, student-led projects, the first of their kind to be offered within the UQBS. These projects transform the classroom and the individual learning experience of students through what Nicole has identified are the 4Cs for experiential, work-ready learning: capabilities, confidence, creativity and communication. In doing so, Nicole engaged with an extensive range of industry partners that have enabled her students the opportunity to formulate business recommendations for implementation by their industry client. These industry projects reflect dynamic, real-world practice, and better prepare students for their chosen field of study.

Dr Poh Wah Hillock

School: Mathematics and Physics

Citation: For developing a first year mathematics support programme which builds confidence and fosters hard work, perseverance and discipline, resulting in high achievement levels.

Synopsis: MATH1051 (Calculus and Linear Algebra I) is the first university level mathematics course at UQ and is compulsory in engineering and mathematics programmes. The course has a high failure rate of 30%. Key reasons for failure are weak prerequisite mathematical skills and the difficult transition from high school mathematics to university mathematics. In 2012, Poh designed and implemented the Support Learning Tutorial (SLT), an enhanced weekly tutorial programme aimed at students identified as having a high risk of failing MATH1051. By providing *targeted, timely* and *sustained* support which builds confidence and fosters hard work, discipline and perseverance, Poh has helped SLT students to overcome learning deficits, improve their mathematical skills and attain high levels of achievement. SLT students have consistently outperformed the cohort both in pass rates and quality of performance. The average SLT pass rate is 84%, 15% higher than the whole cohort; 53% of SLT students achieved a credit or better, 8% higher than the corresponding rate for the whole cohort. Repeat students who attended the SLT made significant gains in their learning, achieving a pass rate of 78%, 30% higher than for unsupported repeat students. In addition, 42% of SLT repeat students achieved a credit or better.

Commendation for Outstanding Contributions to Student Learning

COMMENDATION RECIPIENTS

Dr Prasad Chunduri

School: Biomedical Sciences

Citation: For designing workshops and fostering café-style discussions amongst students in a large first-year biology course that promote active learning, improve student engagement and performance.

Dr Sarah Kelly

School: Business

Citation: Introduction and leadership of an international immersion program for MBA students which has enriched student experience through applied opportunities, strengthening networks, personal development and employability.

Dr Kristy Nicola

School: Health and Rehabilitation Sciences

Citation: 'A step in the right direction': reducing perplexity, stimulating interest and future learning of physiotherapy students by interweaving clinical applications with modern teaching delivery.

Awards for Programs that Enhance Learning (APEL)

APEL recipients

UQ Critical Thinking Project

School: Historical and Philosophical Inquiry

Team members:

- Associate Professor Deborah Brown (lead applicant)
- Mr Peter Ellerton
- Dr Dominic Hyde

Synopsis: The University of Queensland Critical Thinking Project (UQCTP) works in partnership with communities, schools and the Department of Education and Training (DET) to widen participation and potential success in higher education for Aboriginal and Torres Strait Islander, low SES, remote and rural students. It engages university students as ambassadors and activity leaders in event days, representing >30 UQ disciplines, all faculties and four research institutes, making the UQCTP the university's single most extensive collaboration on any outreach project.

UQCTP operates on the principle that creating new knowledge, leading change and being an effective member of a community requires the capacity for creative and rational thought. It sets the necessary foundations for improving access to higher education by developing in K-12 school students the cognitive skills critical for success in higher education. By providing professional development, curriculum design and course delivery to school and university teachers, UQCTP embeds critical thinking across the curriculum. It transforms teaching and learning by shifting the focus from the dissemination of accumulated knowledge to more autonomous and critically engaged learning, empowering a view of higher education as a potential future for those school students and their parents who would otherwise see such a prospect as unobtainable.

UQ Three Minute Thesis

School: UQ Graduate School

Team members:

- Professor Stephan Riek (lead applicant)
- Ms Belinda Bern
- Ms Kate Swanson
- Ms Selina Weller
- Ms Amanda Lee
- Ms Claire Backhouse

Synopsis: The ability to communicate effectively is a crucial professional skill for all graduates. For research higher degree (RHD) students, these communication skills are vital to their ability to describe their research to both specialist and non-specialist audiences. The Three Minute Thesis (3MT®) competition was established to provide a framework to encourage, support, and reward the development of communication skills by RHD students. 3MT® was conceptualised by The University of Queensland (UQ) Emeritus Professor Alan Lawson, who believed that RHD students should be able to clearly describe the aims, results, and outcomes or impact of their research in a way that was accessible to the general public. First held at UQ in 2008 with 160 RHD students competing, 3MT® competitions are now held in more than 300 universities across 42 countries world-wide, with a regional competition in the USA, national competitions in Canada and the UK, and two international competitions: the Asia-Pacific 3MT® and the Universitas 21 3MT®. In addition to improved communication skills, 3MT® participants also benefit from the opportunity to showcase their research to other researchers, industry, and media throughout the network, which can open doors to new collaborations and job opportunities.

First Year Chemistry Teaching Team

Schools: Chemistry and Molecular Biosciences and Agriculture and Food Sciences

Team members:

- Associate Professor Gwendolyn Lawrie (lead applicant)
- Dr Denise Adams
- Dr Andrew Allsebrook
- Ms Fiona Arbuthnot
- Dr Sue Bennett
- Associate Professor Joanne Blanchfield
- Dr Bruce D'Arcy
- Professor James De Voss
- Ms Tammie Fair
- Professor Mary Garson
- Ms Husnaa Khan
- Dr Efpraxia Kartsonaki
- Associate Professor Ross McGeary
- Ms Katherine Raymont
- Associate Professor Mark Riley
- Mr David Rosolen
- Dr Philip Sharpe

Synopsis: Over 3500 students enrol in first year chemistry (FYC) annually at UQ and they represent up to 47 different programs of study. These student cohorts are diverse in terms of their academic preparation, academic ability and career aspirations. Seeded through a curriculum review process that was initiated in 2012, a large team of academic and professional staff have collaborated, as the FYC Teaching Team, since then to deliver the unique FYC program. The FYC program was designed through engagement with program representatives from multiple faculties to ensure learning progressions that would maximise student learning outcomes from a suite of five courses (CHEM1090, CHEM1100, CHEM1200, CHEM1221, CHEM1222) across three semesters. The FYC curriculum has been developed to embed innovative teaching practices, informed by research literature, including technology enhanced assessment and undergraduate research experiences. An innovative and sustained team approach to communication and reflective practices has generated evidence that an adaptive and responsive program has been established that enhances student learning through flexible and multimodal delivery of learning environments, assessment and learning support. The outcome is a strong and successful FYC program that enhances student learning.

Awards for Teaching Excellence (ATE)

ATE RECIPIENTS

Dr Vincent Wheatley

School: Mechanical and Mining Engineering

Synopsis: Dr Wheatley strives to make students not only active learners, but intrigued and enthusiastic ones by engaging them in activities based on authentic scenarios from industry or research that are relevant to their potential future careers. He uses this approach to teach advanced topics in mechanical and aerospace engineering in contexts ranging from large courses, to thesis and design projects, to the edX Hypersonics MOOC, a course that attracted learners from 129 countries. Dr Wheatley has used his command of the field to develop high-impact resources that engage with students within and external to UQ, building UQ's reputation of knowledge leadership. Many of these resources were developed for the Hypersonics MOOC, which demonstrated that the MOOC concept can be successfully applied to advanced technical courses. For third year Fluid Dynamics at UQ, a class of 300, he successfully adapted the MOOC resources into a small private online course (SPOC) that adds value to the on-campus experience by enabling a flipped-classroom approach: all contact hours are used for active problem solving, discussion and reflection. To help engage every individual in large classes, students work in small groups and disseminate their results via a digital student response system.

School of Psychology (team application led by Associate Professor Blake McKimmie)

School: Psychology

Team members:

- Associate Professor Blake McKimmie (lead applicant)
- Associate Professor Barbara Masser
- Associate Professor Mark Horswill

Synopsis: Students take PSYC2361: The Psychology of Criminal Justice as a second level elective on campus (taught 2015 – 2016) and as an online course called CRIME101x via edX (taught 2014 – 2016). PSYC2361 students watch a series of online drama and lecture videos and attend a three hour on-campus class each week. Blake, Barbara and Mark's prior teaching experience in psychology and law showed them that students often struggle working out how psychological research fits with criminal justice processes. This occurs because of the disconnect between research that is conducted on individual phenomena and the application of that material in teaching to different case examples from different jurisdictions. Because of this, students often fail to gain an understanding of the systematic issues present in criminal justice and how psychology can inform our approach to those issues. To address this, Blake, Barbara and Mark filmed a crime drama that follows a single murder case from the crime being committed, through the investigation, and ending with the trial. This provides students with a cohesive example as we discuss the events in the case in the context of what the research says.

Commendation for Teaching Excellence

COMMENDATION RECIPIENTS

Associate Professor Matt McDonald

School: Political Science and International Studies

UQ Drama (team application led by Dr Stephen Carleton)

School: Communication and Arts

Team members:

- Dr Stephen Carleton
- Dr Bernadette Cochrane
- Associate Professor Rob Pensalfini