

Citations for Outstanding Contributions to Student Learning

CITATION RECIPIENTS

Associate Professor Marta Indulska (BInfTech(Hons), PhD *Qld.*)

School: UQ School of Business

Citation: Leadership in Enhancing Digital Literacy in Business Graduates: Fear Not the Digital Future of Work.

Synopsis: Technology has already greatly redefined business and the world will continue to see innovations that will introduce radical change into business and society. The reality of this new hypercompetitive business world requires the next generation of business leaders to not just have deep skills in their chosen area of expertise, but also the knowledge, skills and strategies to identify technology driven business opportunities before they become business disruptors. However, a problem common to Business Schools in Australia is the lack of student interest in, and indeed the presence of anxiety about, learning technology related topics. Many business students equate learning about technology and systems with programming and hardware, and don't have the experience or the long range perspective to realise that broad knowledge of how technology can be applied in a business context is crucial to their successful career. A/Prof Marta Indulska has taken on this problem and tackled it, over the period of several years, through instigating and leading a full curriculum review and redevelopment of Business Information Systems courses at the UQ Business School, also developing marketing messages to create awareness among students, and increasing industry engagement and alignment in the curriculum.

Dr Anna Rumbach (BSc, MSpPathSt, GCHEd, PhD *Qld.*)

School: Health and Rehabilitation Sciences

Citation: For developing an interactive and innovative learning environment that enhances speech pathology students' preparedness to successfully transition from the classroom to the clinic.

Synopsis: Dr Anna Rumbach is a Lecturer in Speech Pathology, coordinating undergraduate and postgraduate courses in voice disorders, swallowing disorders, and professional practice. Since her appointment in 2011, Anna has led students to become competent and confident health professionals, who have a strong sense of professional identity and responsibility, built upon a solid foundation of theoretical knowledge. Anna has achieved this by creating a more client-focused and practical learning environment. Acknowledging the digital age of education, Anna has embedded a range of case-based cooperative learning activities, directed using web applications, into her courses to build a professional learning community in the classroom, and promote the application and extension of knowledge. Anna has also embedded simulation-based learning, creating authentic and innovative work-integrated experiences, to facilitate a safe and supported transition from the classroom to the clinic. Students are able to repeat practical tasks as often as required to achieve competency in skills, and have the ability to make mistakes with no negative impact on a 'real' client. Anna's high quality of teaching and innovative initiatives have been recognised through her exceptional student evaluations and teaching awards at Faculty (2016) and School (2014) levels.

Dr Tammy Smith (BSc(Hons), GCEd, PhD *Qld.*)

School: Office of Medical Education

Citation: For enhancing the experience of medical students through curriculum innovation, student support and academic leadership.

Synopsis: During her almost 30 years as a medical educator, Dr Tammy Smith has played an integral role in the evolution of UQ's Medicine Program. Her experiences as a lecturer, a problem-based learning facilitator, a course coordinator and now as the Academic Lead of Phase 1 of the MD program have given her unique insights into the issues faced by this large, complex, and diverse group of students. Tammy is valued by the student body for the ways in which she communicates with them collectively and as individuals. Recent initiatives in this area include the Phase 1 Student Handbook and weekly Year 1 and Year 2 MD Newsletters.

Tammy is also an innovator. When the introduction of the MD program in 2015 provided an opportunity for curriculum renewal, Tammy led teams which developed not only the Phase 1 Clinical Science curriculum but also the new case-based pedagogical model which supported it. Student responses to these initiatives have been very positive. She is currently the project leader overseeing the introduction of electronic exams into the medical program; a process that will revolutionise the way that exams are written and delivered at UQ and the feedback available to students.

Dr Kim Wilkins (BA(Hons), MA, PhD *Qld.*)

School: Communication and Arts

Citation: Bridging the gap between students and the publishing industry by providing authentic documents and assessments, sourced from extensive professional networks and expertise.

Synopsis: Since 2010, the publishing industry has seen some of the most significant structural changes since the invention of the printing press, presenting our postgraduate coursework students in Writing, Editing, and Publishing with a range of challenges and a range of opportunities. As future professional editors, they may move in and out of industry and freelance careers, and so they need to develop a set of skills that is relevant to publishing houses and adaptable to the growing need for editorial feedback on independent digitally published projects. In WRIT7070 Editing the Manuscript, Kim uses her extensive professional networks and professional expertise to bridge the gap between student aspirations and professional publishing roles, by sourcing authentic materials and developing authentic assessment, so that students are already working on publishing industry tasks with publishing industry documents before they even leave the classroom. Graduate Paula Ellery (2011), who is a freelance editor on a number of published novels and also works in manuscript development with published authors and media personalities such as Emily O'Keefe and Mia Freedman, summed up the contribution of Dr Wilkins's approach in this way: "That course has allowed me to move into a career I have long aspired to."

Commendation for Outstanding Contributions to Student Learning

COMMENDATION RECIPIENTS

Dr Emma Beckman (BAppSc(Hons), PhD *Qld.*)

School: Human Movement and Nutrition Sciences

Citation: For developing student readiness for inter-professional practice in allied health teams.

Synopsis: Dr Beckman's students learn "from, about and with" other health professionals through innovative interprofessional education (IPE) activities based around group reflection and case study application in undergraduate and postgraduate coursework, through extracurricular activities like the Health Fusion Team Challenge (HFTC) and through her teaching into the international Erasmus Mundus Masters in Adapted Physical Activity. These activities are essential in developing allied health graduates that have the capacity to collaborative in effective healthcare teams- a key directive from the World Health Organisation (WHO guidelines, 2010).

Dr Beckman's passion for interprofessional education was initially born out of her initial failure as new academic to bring students from multiple disciplines together to foster their collaborative skills. Student feedback indicated the activity had reinforced negative stereotypes rather than the intended consequence of creating a bridge for understanding and acceptance between professions. This feedback proved an uncomfortable but insightful pedagogical experience, and she was inspired to understand why this learning experience had failed. She has since identified the significance of the knowledge and skills underlying the concept of "scope of practice overlap". This threshold concept is critical to the transformation of discipline-limited students to health care professionals that can confidently navigate the professional tensions that exist between disciplines.

Dr Deborah Lynch (BA(Hons) *Stell.*, MSocSc *UCT*, PhD *Syd.*)
School: Nursing, Midwifery and Social Work

Citation: Empowering learners to enact social change practices: Supporting student's creativity and sense of agency in social work education.

Synopsis: Empowerment can be understood as a critical, creative and participatory process that engages individuals, groups and communities in bringing about change in pursuit of social justice goals. Dr. Debby Lynch uses empowerment as a cornerstone principle in the creation of learning environments in social work education. This pedagogical approach engages social work students in participatory processes such as critical dialogue and the facilitation of group work activities to equip them to enact the profession's value base as social change agents. Debby's teaching practice at UQ over the past five years inspires and motivates students to develop a sense of agency through creative activities within the learning environment. Debby models participatory processes that enable students to experience a sense of empowerment and so lead to using similar strategies in their own professional practice. Central to this pedagogy is creating a safe, supportive and 'enabling' learning environment where respectful and deep learning can take place. This citation captures the methodologies, processes and outcomes of Debby's teaching practice such as self-reflection, peer recognition, graphic/visual methods, student evaluations/feedback and practice analyses/assessments. The contribution to student's learning and professional development is highlighted.

Immersive Visualisations

Schools: Earth and Environmental Sciences and Biological Sciences

Team members:

- Dr Kevin Welsh (lead applicant) (BSc *Lond*, PhD *Edin*)
- Dr Gilbert Price (BAppSc (Hons), PhD *QUT*)
- Dr Charles Verdel (BSc, MSc *Mines*, PhD *Cal.Tech.*)
- Dr Verra Weisbecker (PhD *UNSW*)

Citation: For the development and implementation of “immersive visualisation” tools for teaching in the Earth and Biological Sciences.

Synopsis: The team developed a range of immersive visualisation eLearning tools (3D models, interactive tours and gigapixel imagery) that allow students to view and interact with virtual objects such as fossils, minerals, and landscapes. These tools greatly expand access to teaching materials, as well as aid in the visualisation of complicated 3D geometries. With a range of tools developed on the teaching website (fieldsites.earth.uq.edu.au), students can interact and annotate models and images, and easily submit them electronically for assessment and feedback. Models are readily integrated into everyday teaching, including lectures, pracs, and assessment, and because they are also online, are used for supplementary study both inside and outside of the classroom via personal mobile devices and desktop computers. The team also uses the models to provide field experiences that students wouldn't normally have during their undergraduate studies (such as ‘virtual fieldtrips’ to remote outback areas of Australia). Visualisations have proven particularly useful in supporting and enhancing traditional styles of teaching in the Biological and Earth sciences. They are now being widely used in a number of courses, and their use is expected to grow in the future due to its versatility, scalability, and easy expansion.

Awards for Programs that Enhance Learning (APEL)

APEL recipients

BEL Student Employability Team (SET)

Faculty: Business, Economics and Law

Team members:

- Ms Rhea Jain (lead applicant) (BSc *Melb.*, MHRM *Monash*)
- Ms Jacqueline Niblett (BCom *PNG Tech.*, CPA)
- Mr Ryan Webb (BBus *QUT*)
- Mr Ken Lai (BCom, LLB *Qld.*)
- Ms Debbie Hathaway (BCouns *ACAP*)
- Ms Catherine Lam (BInfTech *QUT*)
- Ms Cate Clifford (BA, MBus(Hons) *Qld.*, GCM *QUT*)
- Ms Joanne Buchan (BA(Hons) *Oxf.Brookes*, MHRM, MTD *Griff.*)
- Ms Carlene Kirvan (BA *Flin.*, MEd *UNSW*)

Synopsis: Winner of the national 2016 AFR Higher Education Employability Award, the BEL Faculty's embedded, discipline-specific Student Employability Team (SET) supports over 10,000 students. SET runs 12 comprehensive experiential learning employability programs, delivered by industry and recruitment experts in dynamic partnership with employers for students from enrolment to post-graduation. Improving overall student experience, SET empowers students to identify suitable career paths, develop employability skills, gain work experience, become work ready and learn from industry. Following a strategy revision and rebranding from the Careers and Recruitment Centre, SET has increased BEL student participation by a staggering 191%:

- Running 295 employability workshops with 172 employers with 16,000 student registrations.
- Facilitating 3,495 professional development placements with 841 employers.
- Completing 2,000 individual student consultations.

Concurrently, BEL's graduate employment rate has risen by five percent (5%) to 79%¹; reversing years of decline and outperforming the national graduate employment rate of 69%. The Go8 has applauded SET for bridging the gap between study and work-readiness². Employers, note "SET initiatives are unique, developing quality candidates with the right mix of IQ and EQ"³. The SET strategy has garnered support for institutional expansion, and SET is recognised as a flagship program in the UQ Student Strategy 2016-2020.

Knowledge-Making in the Arts, Humanities & Social Sciences

Faculty: Faculty of Humanities and Social Sciences, Office of the President of the Academic Board, UQ Library, UQ Student Services, Information Technology Services

Team members:

- Ms Inge Matt (lead applicant) (BSc *Griff.*, GDipCommun *UTS.*, GCHEd *Qld.*)
- Professor Julie Duck (BA(Hons), DipEd, PhD *UNE*, GCHEd *Qld.*)
- Professor Fred D'Agostino (BA(Hons) *Amherst*, MA *Prin.*, PhD *LSE*, FAHA)
- Associate Professor Deborah Brown (BA *Qld.*, MA, PhD *Tor.*)
- Ms Shirley Moran (BA(Hons), GCELead *Qld.*)
- Mr Chris Frost (Cert (Visual Art and Design) *TAFE Southbank*)
- Ms Noela Yates (BA *Qld.*)
- Dr David Rowland (BSc(Hons) *Qld.*, GDipT *BCAE*, PhD *ANU*)
- Mr Farshad Seifouri (BE *AUT*, BE *IAU*)
- Mr Ben Graham (BA(Hons), MBus(Adv) *Qld.*)

Synopsis: 'Knowledge-Making in the Arts, Humanities & Social Sciences' is a flexible, Faculty-wide, 24/7, online community and peer mentoring program. It responds to an identified need in the large, diverse HASS Faculty to assist first-year students with academic literacy skills and the social challenges associated with transition to university. The Program aligns with the UQ Student Strategy by using a 'students as partners' approach to engage first-year students through: Faculty-wide and discipline-specific academic peer mentoring (Krause, 2005); assisting self-directed and active learning experiences (Boud, 2010; Nichol & McFarlane-Dick, 2007); and enhancing students' sense of belonging to a learning community (Lave & Wenger, 1991; UQ, 2004). A large contingent of volunteer, high-achieving, senior HASS Peer Mentors use the Knowledge-Making platform; associated program-level facebook groups; and more recently face-to-face sessions, to guide first-year students in both academic and social domains (UQ, 2004; Vygotsky, in Fry et al., 2009), enhancing their own leadership skills in the process. The Program has garnered high levels of interest, support and engagement from a wide-array of educational stakeholders, both within and beyond the HASS Faculty. Annual action learning evaluations (2013-2016) have confirmed that students appreciate the ways the Program assists their learning and enhances their student experience.

Commendations for Programs that Enhance Learning

Commendation recipients

The Postgraduate Clinical Pharmacy Programs Team - PGCP Team

School: Pharmacy

Team Members:

Ms Judith Burrows (BPharm, GCHEd, DipEd, MClinPharm *Qld.*)

Dr Treasure McGuire (BSc, BPharm, GCHEd, GDipClinPharm, PhD *Qld.*)

Dr Karen Luetsch (BPharm, PhD *Wurzburg*, GradCertClinEd *Flin.*)

Associate Professor Alexandra Clavarino (BSocWk, BA(Hons), PhD *Qld.*)

Ms Carla Scuderi (BPharm, MClinPharm *Qld.*)

Dr Adam LaCaze (BPharm, BA(Hons), GDipClinPharm *Qld.*, PhD *Syd.*)

Ms Vanessa King

Synopsis: Suppose you were a community or hospital pharmacist in Townsville or Darwin prior to 2009, wanting to undertake postgraduate study in clinical pharmacy, to advance your practice and expand your career opportunities. The only option would be to arrange leave and fly to Brisbane to attend 4 to 8, week-long residential teaching blocks per year, and pay for accommodation in addition to course fees. This was not a feasible option for most pharmacists.

As a consequence, student numbers in the Postgraduate Clinical Pharmacy (PGCP) program remained low. In addition, student evaluations were suboptimal. At the same time, the healthcare system had a growing need for pharmacists with the clinical skills to embrace evolving roles beyond dispensing and supply of medicines. These roles included providing clinical medication review services, to avoid harm and optimise medicines use.

These were the challenges faced by the PCGP team, who from 2009, pioneered the transition from a face-to-face to a more flexible program that could be studied online. The team worked with a shared vision to design a program to develop the clinical practice of pharmacists from metropolitan, rural, interstate and international locations, working in a range of practice settings with differing levels of experience.

The Teaching and Learning Development Program

Faculty: Engineering, Architecture and Information Technology

Team Members:

Associate Professor Lydia Kavanagh (lead applicant) (BE(Hons), GCHEd, PhD *Qld.*, MEngSc *UNSW*, PFHEA)

Dr Liza O'Moore (BE(Hons), GCHEd, PhD *Qld.*)

Professor Caroline Crosthwaite (BE(Hons), M.Eng.St. *Qld.*, MSc *James Cook*)

Associate Professor Carl Reidsema (BE(Hons), PhD *Newcastle*)

Associate Professor Peter Sutton (BSc, BE(Hons), GCEd *Qld.*, MSc, PhD *Carnegie Mellon*)

Mr Mark Reedman (BSc(Hons) *La Trobe*)

Dr Tracey Papinczak (BSc, PhD *Qld.*)

Synopsis: The Teaching and Learning Development Program (TLDP) is tangible evidence of EAIT's successful faculty-wide cultural commitment to improving the teaching and learning experience for our diverse student cohort. Since 2012, the TLDP has guaranteed that EAIT students have had better trained and informed lecturers, teaching assistants, and tutors. It has been instrumental in ensuring EAIT educators use best practice pedagogy and are supported by a network of staff and activities focussed on improving the student learning experience. Its emphasis has been on providing contextualised, relevant, and accessible experiences for academics, teaching assistants, and tutors across all schools. The program incorporates workshops delivered by teaching masters, an annual Teaching and Learning Forum, new staff training workshops and mentorship, a Graduate Teaching Assistant (GTA) training program, Tutors@EAIT for tutor training, and customised support for individual courses and teachers in need. The sustained success of the TLDP can be measured by the increasing and broad-based engagement with the overall program, the adoption of the GTA program by ITaLI, and commendations from Engineers Australia during their external accreditation of the BE(Hons) in 2012 and 2017. The TLDP continues to have an extraordinary impact across the faculty and the institution.

UQ Student Employability Project Team

UQ Student Employability Centre, Student Affairs

Team Members:

Dr Dino Willox (lead applicant) (BA, MA, PhD *Cardiff*)

Ms Andrea Reid (BA *S.Qld.*, BEd, PhD *Qld.*, GDipDistEd, MEd *Deakin*)

Ms Anna Richards (BA *Otago*)

Synopsis: Employability is a critical issue in higher education, with students expecting a return on their investment and employers valuing work-ready graduates. The University of Queensland now has a four-stage framework that is being implemented across programs, within courses, and attached to individual learning experiences. By adopting the guiding principles of experiential and transformative learning theory, the framework enables students to translate curricular and extracurricular experiences into employability development. It aligns with UQ's strengths in teaching and research, adding to UQ's value proposition.

From a standing start, the framework is now a cornerstone of the Enhancing Employability Initiative, which feeds into Goal 1 of the UQ Student Strategy. The framework's stages shape implementation activities across the university with the UQx MOOC, *EMPLOY101x Unlocking your employability*, as a key vehicle. The framework transforms approaches to employability development by shifting the focus from the technical skills of recruitment to personal development and lifelong learning. The framework impacts the whole UQ community and beyond, through the MOOC, staff capacity building and embedded workshops. Current and potential interest in the framework from other Australian educational institutions has secured UQ's reputational value as a leader in employability.

Awards for Teaching Excellence (ATE)

ATE RECIPIENTS

School: Architecture

Dr Chris Landorf (BA(IntDes), BArch SAIT, MBA S.Aust., PG Dip(Built Environment) UCL, PhD Deakin, FRAIA.)

Synopsis: The challenge for a teacher of architectural practice and technology is to create a learning environment that encourages students to view the disciplinary body of knowledge as an interdependent continuum rather than a series of isolated silos. Integral to this is the need to encourage student reflection on how theoretical concepts introduced in the classroom can be applied in practice. These issues have led to the development of a unique problem-based learning curriculum for Architectural Technology 5, and Architectural Practice 1 and 2. The courses are founded on three pedagogical pillars: a ***lectorial-based teaching method*** that choreographs rapid connections between theoretical concepts and practical applications; an ***inquiry-based learning pedagogical framework*** that contextualises learning; and providing ***space for collaborative discussion*** to stimulate student engagement and reflection. The curriculum has been enhanced by the development of an innovative, interactive digital learning environment that uses time-lapse 3-dimensional (4D) visualisation and other resources associated with construction of UQ's Advanced Engineering Building. Trialled across 3 institutions and 4 disciplines enrolled in on-campus and distance modes, evaluation results demonstrate that the 4D environment has a positive impact on students' understanding of the construction process, facilitates collaborative learning and helps to contextualised theoretical material.

Dr Barbara Maenhaut

School: Mathematics and Physics (BMath *Wat.*, BEd *W.Ont.*, PhD *Qld.*)

Synopsis: Dr Barbara Maenhaut is a passionate teacher of mathematics who has been teaching at UQ since 2003. Her specialty is discrete mathematics and she has coordinated, taught and developed course materials for the suite of discrete mathematics courses MATH1061, MATH2302, MATH3301 and MATH3302, as well as for the secondary school Maths C equivalent course MATH1050. To achieve her goals of improving student learning and developing independent learning habits, she produces structured and carefully thought-out course materials that scaffold students' learning through their undergraduate careers. These course materials come in a variety of forms (text, video, online quizzes, group work, problem sets) that cater to a variety of learning styles. In lectures she shares her passion for mathematics and students often comment on her enthusiasm and her clear explanations, as well as her deep knowledge of the subject. She provides leadership in the teaching of mathematics through her roles as Chair of the School of Mathematics and Physics Teaching & Learning Committee and as a member of the Australian Mathematical Society's Standing Committee on Mathematics Education.

Associate Professor Timothy McIntyre (BSc(Hons), PhD *ANU*, GCEd *Qld.*, GDCOP *USQ.*)

School: Mathematics and Physics

Synopsis: A/Prof McIntyre has taken a leading role in teaching and learning activities in Physics at UQ including the development of new approaches to teaching, program design, and course coordination. He has adopted active learning approaches in his classes and has developed teaching strategies that enhance and extend it. He combined his earlier experiences in the development of on-line simulations with modern web technology to create on-line interactive modules that help students to prepare for his classes in an engaging and informative way. A/Prof McIntyre has incorporated the role of the simulation further into his teaching, aiding students to visualise difficult concepts, and to explore during class assessment activities. His approach has been adopted by others and he has coordinated a team of academics and learning designers in developing simulations and associated teaching packages for use in courses across physics and mathematics. He has introduced active components to other aspects of his teaching including the development of inquiry-based learning laboratories, and tutorial classes encouraging peer assisted learning. He continues to look for new ways to enhance the student learning experience, and to assist his colleagues to develop new ideas of their own