Citations for Outstanding Contributions to Student Learning

CITATION RECIPIENTS

Associate Professor Marta Indulska (BInfTech(Hons), PhD)

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

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

School: Office of Medical Education

Citation: For enhancing the experience of medical students through curriculum innovation,

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:

Commendation for Outstanding Contributions to Student Learning

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

<u>School:</u> Human Movement and Nutrition Sciences

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

<u>Synopsis:</u> 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

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

Immersive Visualisations
Schools:

Awards for Programs that Enhance Learning (APEL)

APEL recipients

BEL Student Employability Team (SET)

<u>Faculty:</u> Business, Economics and Law

<u>Team members:</u>

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Knowledge-Making in the Arts, Humanities & Social Sciences
Faculty: F ndcult of Hums, 1(F nnit13(anes a)5(nd)-7(S)-3(oc)l)-3(S)-3(c)4h

The Teaching and Learning Development Program

<u>Faculty:</u> Engineering, Architecture and Information Technology

<u>Team Members:</u>
Associate Professor Lydia Kavanagh (lead applicant) (BE(Hons), GCHEd, PhD   , MEngSc
    , PFHEA)
Dr Liza O'Moore (BE(Hons), GCHEd, PhD   )
Professor Caroline Crosthwaite (BE(Hons), M.Eng.St.   , MSc   )
Associate Professor Carl Reidsema (BE(Hons), PhD   )
Associate Professor Peter Sutton (BSc, BE(Hons), GCEd   , MSc, PhD   )
Mr Mark Reedman (BSc(Hons)   )
Dr Tracey Papinczak (BSc, PhD   )

<u>Synopsis</u>: 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. S(o)7(mmit)-(m)(e)(h)-(t)-(l)(i)-(b)7( )-(mp)-(r)(o)vin)-(g)7(t)-(h)-e

UQ Student Employability Project Team

UQ Student Employability Centre, Student Affairs

Team Members:
Dr Dino Willox (lead applicant) (BA, MA, PhD   )
Ms Andrea Reid (BA   , BEd, PhD   , GDipDistEd, MEd   )
Ms Anna Richards (BA   )

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, 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

Awards for Teaching Excellence (ATE)

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

Dr Barbara Maenhaut

School: Mathematics and Physics (BMath *Wat.,* BEd *W.Ont.,* PhD *@/t.*)t5cs 3. Herof(41.92 reW*nBT/F1 12

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 TC2(a)4(rba)-2(ra)7( )JT 33s.595

Dr Barbara Maenhaut

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