For the past 4 years, I have convened, lectured, and tutored first-year masters-level “fundamentals” to aspiring physiotherapists. These fundamentals include clinical diagnostic reasoning and person-centred communication; integral skills for the safe and effective physiotherapists we aspire our graduates to become.

The first year of postgraduate studies presents unique challenges for my students. Firstly, students typically feel overwhelmed with the sheer complexity of their masters-level curriculum, particularly in relation to the diagnosis and management of health conditions. Secondly, students are fearful of being examined in clinical simulation environments, an assessment type that they have had no experience with. I have wholeheartedly embraced these challenges, particularly in Covid times, where I have re-conceptualised how I motivate, support, and guide my students in an interactive online environment.

My teaching philosophy centres on the key goal of making complex clinical reasoning accessible to students so they are equipped to succeed in an everchanging clinical landscape. I scaffold and guide students’ clinical reasoning development by creating a respectful and safe environment, encouraging them to adopt a growth mindset, and supporting the cultivation of their expertise through ongoing practical application.

Criteria 1. Designing and implementing transformative learning that motivates, supports, guides, and inspires students.

I feel privileged to be a grounded presence for my students – guiding, supporting, inspiring, and motivating them to develop the foundational skills necessary to excel on second year clinical placement and in their future careers (Objective 2.2, L&T Strategic Framework: Empower students to be successful in their professional pursuits through “career development learning” that is scaffolded, personalised and future focussed). To motivate students, I use case-based learning, an evidence-based pedagogical strategy that promotes higher levels of cognition. I create authentic and memorable learning experiences by including patient videos and case notes that mirror real-world scenarios and help students develop realistic expectations about health disorders. Typically delivered face-to-face, during Covid-19 I adapted this content for online delivery with interactive Zoom tutorials and drop-in sessions, as well as an increased number of formative quizzes and lively discussion forums. Testimony to my teaching skills I have consistently received outstanding positive feedback from my students before, during, and after Covid-19 related changes. LET and LEU results from 2017-2020 demonstrated that 92-94% of 261 first year students believe my teaching motivates, supports, and inspires their learning. This evidence is also reflected in my consecutive student nominations for VC Learning and Teaching Awards in 2019 and 2020 (including a highly commended award finalist in 2019).

Criteria 3. Designing and implementing student-centred formative and summative assessment tasks that are aligned with student learning outcomes and provide appropriate and timely feedback to inform learning.

I implement formative and summative clinical skills assessments in year 1 to ensure students achieve learning outcomes required for their year 2 clinical placements. Each week in class, I include formative assessments to build students’ confidence in their clinical performance, de-threatening the prospects of being examined in clinical environments. This design facilitates early and regular student feedback and provides reassurance to my students about their progress towards key learning outcomes. Over 90% of students believe these assessment tasks are useful (n=133/145) and clearly related to learning outcomes (n=141/150).

My authentic summative assessments are designed to ensure students receive meaningful, beneficial, and timely feedback in relation to clinical performance expectations. My realistic clinical scenarios evaluate students’ knowledge application and practical skills using a simulated approach that involves student colleagues as patients. This authenticity facilitates highly meaningful feedback that relates closely to student performance in clinical settings and allows identification of at-risk students. I adapted these assessments during Covid-19 to an online video examination based on verbal interaction between student and examiner. I design these real-world clinical interaction assessments so examiners can record feedback in real-time for rapid release to students. In 2019 and 2020, 97% of students (n=143/148) agreed that the feedback they received was beneficial and timely.
I have been unit convenor of first year Doctor of Physiotherapy units PHTY8102 (since 2017) and PHTY8106 (since 2018) and session convenor for the first (2019-21) and second (2018-19) sessions of the course.

**Criteria 1. Evidence for designing and implementing transformative learning that motivates, supports, guides, and inspires students**

My LEU and LET evidence from 261 students across 4 different student cohorts between 2017-2020 consistently demonstrates outstanding student evaluations of my teaching, including areas related to motivating, inspiring and supporting students.

**SUPPORTING EVIDENCE**

These formal evaluations are supported by numerous student testimonials, peer and supervisor feedback, including unsolicited emails, highlighting my ability to motivate, inspire and support.

Students recognise that my teaching and support is outstanding: “Joel is a fantastic lecturer and it is always a positive experience to have him teach. He is engaging and easy to approach if there is a problem” (PHTY8102 2017 LET testimonial); He is “engaging and interesting in lectures and tutorials with the use of relevant past experience to provide context” (VC’s L&T student nomination testimonial, 2019); “Joel is an amazing lecturer/tutor. He was always available to help and went above and beyond” (PHTY8102 2020 LEU testimonial). I pride myself on being a teacher who students believe “facilitates learning in the labs without making you feel bad about yourself” (VC’s L&T student nomination testimonial, 2019) and by “prompting the class for input and giving time to answer questions regarding the content” (PHTY8102 2017 LET testimonial).

I am known amongst students for my commitment to supporting and guiding them: “Joel was always very quick to respond to emails and provide depth to his guidance and assistance I have not experienced in many years of tertiary education. Not only was the assistance timely, he appears to enjoy helping students achieve the best results they can” (PHTY8102 2020 LEU testimonial); “Thank you for being so approachable, understanding and kind natured” (unsolicited student email, 2018). My passion for educating students was highlighted in a 2018 FMMHS Student Led Survey on teaching by two testimonials: “Joel has a real passion for wanting to educate his students. He takes the time to ensure all students feel engaged and enjoy their learning experience. He is simply passionate about teaching!!!”; “[He] brings the most out of his students and shares his passion for physiotherapy.” I am also known for my empathy and care: “He cares about not just how you’re performing at University but also what’s going on outside University, incorporating a holistic teaching approach” (VC’s L&T student nomination testimonial, 2019).

Physiotherapy course director (A/Prof Taryn Jones) confirms the outstanding guidance I provide: “Joel has demonstrated an excellent ability to guide students through this [fundamental] content in a manner that allows students to feel comfortable and safe as they navigate the inherent complexity. He provides a student-centric environment for learning within his classrooms, making students feel comfortable and making the classroom a space where questions and feedback are a normal part of the active learning process”. Other unit convenors also believe my guidance improves student outcomes: “Joel is proactive in identifying students who are at risk and arranges to meet with them and discusses strategies to improve their academic performance. I have been very impressed by Joel’s leadership and student-centred approach, he has substantially improved the student experience” (Prof Mark Hancock).

Students emphasise how the redeveloped learning activities in my units motivated their learning during the challenges created by the COVID-19 pandemic: “Despite this switch to online learning being a difficult period he has done an outstanding job adapting to this new environment and ensuring students are able to understand his unit’s content” (VC’s L&T student nomination testimonial, 2020); “The way the online classes were structured to adapt to the pandemic was done very well and I still feel like my learning experience was not impacted negatively” and “I was very impressed with the capability to present all of our information online. I am a typical face-to-face learner, though the way this unit was presented made it easy to understand” (PHTY8102 2020 LEU testimonials). Students also appreciate that I continued to provide high level support to them despite the change to remote learning creating a barrier to this: “He has created a learning environment where we feel confident to ask questions and seek clarification, while feeling respected. His patience, kindness and passion for teaching has been so greatly appreciated” (VC’s L&T student nomination testimonial, 2020); “He has been so kind, patient and supportive in answering questions when we have not understood” (student testimonial from 2020 VC survey about online learning experience); “You and your team have done an excellent job in getting this content across to us in such difficult conditions, which I appreciate enormously” (unsolicited student email, 2020).

My course director also highlighted my outstanding teaching design and implementation and student-centric approach during the Covid pandemic: “Joel demonstrated an outstanding commitment to his students throughout the challenges faced by our course.
during the Covid-19 pandemic. Joel remained calm and focused in his desire to ensure that students were not disadvantaged. He was able to rapidly re-develop an enormous number of interactive and engaging learning activities from his units to the online environment in a highly effective manner, preserving a clinically authentic context. Students were highly anxious about how Covid-19 could impact their learning and Joel responded to this with empathy and support that achieved the reassurance these students needed. In times of challenge, true leaders emerge, and Joel has shown himself to be a true leader. I highly value his input to the Doctor of Physiotherapy [course], and the calm, fair and supportive approach that he has in developing the most junior of our future health professionals” (A/Prof Taryn Jones).

I have been acknowledged by faculty and VC L&T awards. In 2018, my students nominated me in the “Most Outstanding Teacher” and “Most Engaging Teacher” categories of the FMHS Student Led Survey; in 2019 and 2020, my students nominated me for the VC’s Learning and Teaching Student Nominated Award and in 2019 I was a highly commended finalist in this category.

Criteria 3. Evidence for designing and implementing student-centred formative and summative assessment tasks that are aligned with student learning outcomes and provide appropriate and timely feedback to inform learning

My LEU and LET evidence from 261 students across 4 different student cohorts between 2017-2020 consistently demonstrates outstanding student evaluations in areas related to assessment design and feedback. Additionally, LEU evidence from 98% of students (n= 101/103) from PHTY8102 (2019-20) and 93% of students (n= 42/45) from PHTY8106 (2019) describe my assessment feedback as “provided promptly” or “provided in time to guide subsequent work”.

Students speak to my ability to design authentic formative assessments (clinical scenarios) that helped them achieve learning outcomes: “The hurdle [formative] assessments helped to encourage and engage me” (PHTY8106 2019 LEU testimonial); I was most engaged and motivated by the “Real case studies where we put all the knowledge together and did mock scenarios” and “expectations for mastery [formative assessment] skills encouraged me to meet the high standards” (PHTY8102 2019 LEU testimonials); “I loved having questions between lecture videos … as it forced me to consolidate the lecture content and assisted me to understand concepts” and “questions embedded in the lecture modules really helped to interact with the content more effectively” (PHTY8102 2020 LEU testimonials). Students highlight the personalised feedback I provide: “I did poorly on one question in a written assignment and Joel actually sent out an email asking about my understanding and if I needed help. A professor has never done this before. Helped me greatly” (PHTY8102 2018 LET testimonial); “If you did poorly on a task/ exam/ practical, he takes the time to discuss how to improve your performance and/or provides you with resources” and “[He] always had an open door for us to ask questions and was willing to take his time to explain until we understood the concept” (VC’s L&T student nomination testimonials, 2019). Students are united in their appreciation of my effective teaching and feedback approach: “We have a group messenger chat called the Joel Fuller Appreciation Club” (VC’s L&T student nomination testimonial, 2019).

My colleagues also acknowledge my expertise in designing and implementing student-centred assessments. Physiotherapy course director (A/Prof Taryn Jones) speaks to the success of the assessment redesign I implemented due to Covid-19: “His online practical exams were an important assessment strategy for ensuring students were ready for clinical placement in the absence of our ability to undertake practical exams on-campus. This approach was so effective that it has been retained since the return to learning activities on campus. His unit changes allowed students to transition effectively to their second-year clinical placements and ensured their degree progression was not impacted” (A/Prof Taryn Jones). The Physiotherapy Clinical Placement team highlight the effectiveness of my assessment approach for preparing our first-year students for their second-year placement: “Joel has designed the clinical assessments in his units ensuring they are an effective and accurate representation of the clinical performance expectations placed on students by our clinical placement partners. He has an excellent ability to identify strategies for incorporating external, clinical feedback into his assessment design so that students have meaningful assessment performance criteria to work towards. He also provides students with thorough and constructive feedback that supports the ongoing clinical development that we need them to demonstrate. This gives our clinical education team confidence that those passing this assessment will have the best chance for clinical placement success. His efforts are instrumental to the outstanding overall clinical placement performance results that our cohorts achieve, with the majority being rated good to excellent against the standards expected of new graduate physiotherapists” (Rebecca Vaughan, Clinical Education Manager).

Written Statement Reference List