Adnan Mahmood

Adnan Mahmood's teaching methodology involves invoking students' perception beyond the classroom boundaries to allow them to visualise what they can do with the taught concepts in real-world, practical circumstances. He believes that without this important perspective, students may be studying just to pass the respective unit instead of truly learning and gaining something valuable out of what’s taught.

“My classroom usually pictures more like a practical session for students than a traditional lecture. I always bring out interesting use cases from my own working experience to encourage students to undertake in-class exercises and group activities that will strengthen the taught classroom concepts.”

“He is without a doubt one of the most engaging tutors I have had in my four years of being at this university. He is always happy to assist and push your knowledge to succeed. A true asset to Macquarie University. His teaching techniques are really good, and he really clears concepts in depth.”

– 2019 Macquarie Student

Dr Albert Atkin

Dr Albert Atkin has a simple but extremely effective approach when it comes to his teaching. He believes wholeheartedly that success comes more easily for students when learning is fun, expectations are clear, and they feel their contribution is valued. Atkin injects humour and fun into his lectures, and students love the relaxed atmosphere he creates in the classroom.

“I try to make objectives explicit, and I always listen to students’ perspectives and opinions. It probably sounds corny, but every time I teach, I aim to have fun, be honest, be helpful and value everyone’s contributions. And when I teach, I also have fun and learn lots from my students.”

“Incredibly entertaining, eye opening, informative and engaging lectures; kind, caring, reasonable, realistic and fair teacher; embodies what he teaches very passionately. He doesn’t let any tangent go to waste. Dr Albert Atkin is an absolutely phenomenal teacher. He is incredibly engaging when teaching his lectures and makes learning so easy and simple. He can make extremely hard concepts easy to understand and explains them to the nth degree. As an external student, I could not have asked for a better lecturer.”

– 2019 Macquarie Student
Dr Albert Lee
Dr Albert Lee inspires his students to learn by applying real-world examples to explain complex scientific paradigms and provide a perspective of its relevance to the bigger picture. He focuses on providing students with a set of tools and principles that allow them to think critically and analyse complex issues, and empower them to make a strong contribution to the community.

“My passion is educating and inspiring students to drive change and their own personal growth. Every student has their unique and valuable life experiences, and my goal is to adapt my techniques to ensure that students understand scientific reasoning to achieve positive outcomes.”

The Foundation and Diploma Direct Entry Program Team led by Alejandra Vazquez

Highly commended
Vice-Chancellor’s Award for Learning Innovation (Team nomination)

Alejandra Vazquez developed the Foundation and Diploma Direct Entry Program, which aims to motivate and inspire students to succeed by taking a 100 per cent student-centred approach to learning and teaching. Course activities and assessment tasks have been carefully designed to address pathway students’ specific challenges and needs.

“To better prepare our students for success, these courses provide them with opportunities to engage in relevant and appealing projects that encourage skills such as problem solving, creativity, collaboration and digital literacy. With the development of these skills, students are better equipped to reach their academic goals.”

– Alejandra Vazquez
Aleksandar Stefanovic

🌟 Highly commended
Vice-Chancellor’s Learning and Teaching Student Nominated Award

Aleksandar Stefanovic’s teaching philosophy is grounded in communicative language teaching, which has a clear focus on language learning being an active, student-centred process, emphasising pair work and group work to prepare for success. He believes that teaching shouldn’t be limited by any one approach and that providing a learning environment where students can successfully achieve their goals is what’s most important.

“The teacher and the effectiveness of their communication style is an important aspect in motivating students, and I achieve this by creating a comfortable class atmosphere, communicating clearly and demonstrating passion and energy. I’m also committed to providing positive feedback and encouragement, as I believe this is a key way to motivate and inspire students.”

“Alek has a unique teaching style. He always tries to get the best out of us, so we reach our full potential.”

– 2019 Macquarie Student

Alessandra Teunisse

One of the simple, yet powerful ways Alessandra Teunisse motivates her students to learn is to get her students to explain the ideas and concepts that she is teaching to each other. She also believes that humour is a great motivator for engagement and students who can laugh and truly enjoy their time in the classroom will often make for more successful learning outcomes.

“Students who are having a fun, enjoyable time while they learn are far more likely to relax and engage with the content. I also know that if I can relate the course content to the real world, it makes the concepts more concrete and students are more likely to see the value of it.”
Alexandra Bhatti

Winner
Vice-Chancellor’s Learning and Teaching Student Nominated Award

Winner
Vice-Chancellor’s Learning and Teaching Early Career Award

Alexandra Bhatti’s teaching philosophy focuses on delivering transformative learning experiences with strong connections to real-world public health practice. She’s passionate about engaging students early in their learning journey at Macquarie by providing them with interactive, real-world experiences that set them up for future success.

“I provide stimulating experiences by utilising a variety of resources, including virtual bulletin boards, real-time in-class quizzes and a package of bespoke interactive online resources I developed, which allow students to tailor their learning experience and enable active learning.”

“Alex has an amazing ability to connect with students on a personal level. I felt she actually cared about me and my work. She also had creative ideas for class lessons, which made them interesting and engaging.”

– 2019 Macquarie Student

Belinda Fabian

Belinda Fabian advocates for the integration of non-traditional forms of learning to teach her students the skills they need to be successful scientists. To demonstrate the importance of building a digital presence and presenting a professional industry profile, she also curates the Biology Capstone Twitter account and believes that even though many of our future scientists are now social media savvy, students would benefit from learning more about how to professionally engage with and use these platforms.

“I’m passionate about preparing students for the workforce. Carrying out team-based research projects is vital for scientists, so I have co-developed a mini research project for second-year undergraduates to conduct their own research and also further develop their teamwork skills.”
Dr Bruno Alves Buzatto

Winner
Vice-Chancellor’s Learning and Teaching Student Nominated Award

Dr Bruno Alves Buzatto is passionate about biology and evolution, and believes that his passion, together with his enthusiasm and love of teaching, makes a real difference to students’ learning. He encourages critical thinking in his students, for example, by exploring their misconceptions about evolution and challenging their ideas, which often leaves them cognitively uncomfortable but equally curious and engaged.

“Nature is fascinating, and being continuously in awe of biology helps me inspire students to learn it because enthusiasm is contagious. I also stimulate my students’ critical thinking by treating them as equals in discussions – I challenge them to question what they think they know about evolution.”

“Bruno’s enthusiasm for teaching is extraordinary. His courses engage all styles of learning – this layered way of teaching made every lecture brilliant and personally gave me more of a reason to study.”

– 2019 Macquarie Student

Carin Hurwitz

Carin Hurwitz is passionate about creating a personalised and customised learning environment, one that fosters participation and meets the needs of today’s active learners. Her learning environment incorporates activity-based tasks to develop content-specific knowledge or skills, and draws parallels to broader life. She is motivated to influence young minds to engage deeply and develop enquiring minds and a love for learning not only in academia but also beyond formal education into their future lives.

“My students are encouraged to set goals. Those who easily grasp concepts are urged to work at higher levels, while others may need reassurance and assistance. Hard workers always receive my vote of confidence. Belief in oneself is often the intrinsic stimulation needed to succeed.”

“Carin is an amazing teacher who doesn’t only teach as a job but impacts students’ futures. It is clearly evident that she loves teaching and passes the love of learning on to her students. She is always organised and well prepared for class, and encourages diligence from her students too. Carin supports participants to set their own learning goals. She is always very kind and very helpful, demonstrating endless patience to students who keenly desire learning and development.”

– 2019 Macquarie Student
**Professor Catherine Dean**

*Winner*

**Vice- Chancellor’s Educational Leader Award**

Professor Catherine Dean motivates her students by using the power of real-life stories to demonstrate the impact of health conditions on people’s lives. She’s also passionate about setting her students up for success throughout their studies at Macquarie and in their career by building their confidence early and providing learning experiences that offer authentic, relevant insights into the current healthcare industry.

“I established the Health and Wellbeing Collaboration as an early clinical experience for physiotherapy and medical students to work interprofessionally with volunteers in the community – listening to their personal stories of managing their own health and making choices about healthcare. The program develops our students’ communication skills, but also provides valuable insights into current problems in healthcare, such as difficulty in access, fragmented care and funding.”

**Charanya Ramakrishnan**

*Highly commended*

**Vice-Chancellor’s Learning and Teaching Sessional Staff Award**

Charanya Ramakrishnan creates an immersive learning environment using a ‘chalk and talk’ approach, where students are not distracted by technology and are empowered to learn through writing. She also uses the ‘PIP’ technique in providing feedback: praising students for their efforts, providing feedback on areas of improvement and praising them again for positive reinforcement.

“My passion for teaching replicates itself as enthusiasm. The lectures are fun with witty references to trending topics, which I relate to the concept that I teach. This helps students to make logical connections and understand complex concepts easily.”

“She is a very dedicated and gifted lecturer whose approach to lecturing is like no other lecturing skill/style I have ever experienced. Her synthesised lecturing material and answering each question thoroughly while providing handouts to follow along and engage is something I am so grateful to her for. As a result I have been able to excel in my learning, which has been translated into my outcomes and self-knowledge. She is a true asset to the uni and students!”

– 2019 Macquarie Student
Dr Christopher Kilby

As a tutor, Dr Christopher Kilby strives to create strong rapport with his students and ensures his teaching facilitates a safe space for students to explore concepts and ideas without penalisation if a mistake is made. He also believes that creating a learning environment where students feel in control empowers them to be courageous with their thinking and ideas.

“In class, I ask students lots of questions and encourage students to work together to complete tutorial activities. I also ask thought-provoking questions to push students to think about topics more deeply or in new ways. I have found that the novelty of this challenge helps students to remain engaged and promotes a deeper understanding of unit content.”

“Genuinely cares about how his students are progressing, is engaging and makes me want to learn the content, and brings the best out of his students.”

“Christopher is very knowledgeable and passionate about health psychology and statistics. He is very engaging as a tutor, making sure everyone is able to understand the concepts and theories. Overall, he is a dedicated person across the areas of teaching, research and service.”

– 2019 Macquarie Students

Dr Christopher Lustri

🌟 Highly commended
Vice-Chancellor’s Learning and Teaching Early Career Award

Dr Christopher Lustri demonstrates a wider context of mathematics by bringing examples of real research and industry trends into the classroom. This provides students with practical tools and experiences that will set them up for career success. He inspires his students to see maths as more than just numbers, but rather as a way to understand more about the world we live in.

“The idea is that students can start to see maths not just as equations that have to be solved for marks, but instead as a language they can use to understand the parts of the world that they’re passionate about – biology, sociology, physics, engineering or any other topic that captures their interest.”
Dr Chong It Tan

Highly commended
Vice-Chancellor’s Learning and Teaching Early Career Award

Dr Chong It Tan creates a personalised, interactive learning experience for his students that suits both learning environments: classroom and online. A key focus is to build confidence in his students, allowing just the right amount of scaffolding at each step of the learning process to encourage active participation as they build a deeper understanding of the topic.

“I create meaningful experiences for students by creating an interactive and engaging community of learners both in the classroom and online. Online student engagement is an important part of the learning experience. I use Poll Everywhere, iLearn’s Discussion Forum and Personalised Learning Designer to create a tailored experience for all students.”

“He is very passionate and considerate. I also think he explains things really well and always tries to use simple examples to help us understand some tricky concepts. He is the reason that I go to lecture every week. I think he is my best lecturer this semester! Great teacher, makes everything easy to understand, cares about his students, helpful and approachable.”

– 2019 Macquarie Student

Daniel Lombardo

Highly commended
Vice-Chancellor’s Learning and Teaching Student Nominated Award

Daniel Lombardo engages his students by showing how powerful a working knowledge of mathematics and programming can be in today’s world. He does this by showing them not only what they can build but also what they can reverse engineer – hack – and relates every concept he teaches to the real world, using examples like popular games, applications, websites and cybersecurity to embed the learning.

“I’ve set up very basic demonstrations of hacking, and game and software development that students can access at the click of a button. My favourite example is a ‘Click here to hack iLearn’ button, which very quickly gets students attention.”

“He made the Fundamentals of Computer Science unit fun and easy for me. He was very helpful as well – whenever someone needed help, he was always there.”

– 2019 Macquarie Student
Edward Moore

Edward Moore sees the potential in all of his students and empowers them to harness it. He motivates his students by setting high, yet realistic expectations and believes that as students strive to meet these expectations they will often surprise themselves by what they can achieve. He also believes that providing context for students as they learn will help them to connect the taught content to their prior knowledge, enabling them to better comprehend the connections between different concepts.

“I often facilitate peer learning and have done this largely through participatory activities with students. I have seen a large uptake in engagement which encourages other students to join in on class activities and also support each other throughout the courses.”

– 2019 Macquarie Student

Dr David Baker

Dr David Baker believes that seeing the course – any course – from a student’s point of view and teaching it accordingly is a great way to engage his students. He uses plain-speaking and ‘straight-shooting’ language when outlining what is required of his students in the given unit or course. He says that as simple as it sounds, it can go a long way towards setting them up for success.

“I have made a focal part of my seminar content about extensive training for writing academic essays. Since instituting this change, the average grade has risen considerably, and this has better prepared students for subsequent assessments in their university career. Always being available by email and a dose of humour in lectures doesn’t hurt either.”

“Best teacher I’ve had at university. Actively engaged every class. Presents lectures and course content in an intelligent and easy to learn manner. Knows the content back to front and spends time discussing content in depth with students. Has a great sense of humour, and knows how to use levers, such as humour in the right context, to get a class to engage. What I imagined university being on its best day, and David Baker should be commended for consistently bringing that atmosphere to his classes.”

– 2019 Macquarie Student
Dr Esther Lim

Dr Esther Lim believes that ‘sense of personal value’ is a great motivator for students, in all aspects of learning. She wants her students to understand that what they say and what they do matters, and that each of them has something important to contribute – in the classroom and to the community.

“I take the time to learn all my students’ names and interests, so they know that I am invested in them as individuals. I urge my students to take ownership of their learning, so they achieve a greater sense of fulfilment and accomplishment, and I endeavour to create an engaging and stimulating environment where their contributions are valued and respected.”

“Her lectures are really engaging, and she presents content in a meaningful and concise manner. She responds very quickly to emails and caters towards student queries and concerns. Overall, she has a great personality and makes classes extremely enjoyable and fun to be a part of.”

“Excellent teacher who knows her content and is able to explain it in multiple ways to suit every student. She genuinely wants us to succeed and as such goes above and beyond to ensure we know what is expected of us for exams and assignments, manages to make group presentations/presenting in front of the class a non-threatening task that is actually beneficial to our learning.”

– 2019 Macquarie Students

Dr Frances Chang

Dr Frances Chang uses a combination of deep-thinking and problem-solving exercises to create an inspiring environment that encourages student engagement and participation. She will often ask her students to articulate their own views on theoretical concepts and then share her own industry experience to bring their theories to life.

“Students really do want to learn, and I want to contribute and make a difference in their learning. I challenge students to think of creative and wacky solutions to old and existing problems. I introduce competitive pitch presentations to create a high-energy environment and fun learning space that promotes healthy competition among students.”

🌟 Highly commended
Vice-Chancellor’s Learning and Teaching Sessional Staff Award

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Fred Smith

Fred Smith inspires his students to perform at their best by challenging them to think critically and exercise skills that reflect those that would be required of them in the workplace. His intelligence-related units are designed to challenge students in both of these areas, ensuring that their learning is both practical and useful to them as they transition into the security profession.

“The units I have developed for the Department of Security Studies and Criminology create conditions where students must engage and perform at a professional level, producing work that reflects the level of responsibility and subject matter they will experience in the workplace.”

“Fred goes above and beyond for his students, always encouraging them, supporting them and seeking out opportunities for them to excel both academically and professionally. His classes are engaging, and he provides a variety of ways for students to put the material he teaches into practice.”

“Fred is not just the world’s greatest educator, he is also a mentor. His classes are not just theoretical and thorough, but they’re practical and fun. He engages every learning style. Most significant is his empathy, kindness and encouragement.”

– 2019 Macquarie Students

Dr Gaurav Gupta

🌟 Highly commended
Vice-Chancellor’s Learning and Teaching Student Nominated Award

Dr Gaurav Gupta believes that every student learns at their own pace and in their own way, so his teaching style underlines the value of persistence over natural capability. He’s seen how easy it is for students to get discouraged because some subjects are easier for others, so he actively helps his students build the valuable skills of persistence, patience and resilience.

“My advice for students is to run their own race. To this end, my assessments are designed in an incremental manner, where solving one stage gives you clues about the next one. This means students who do it diligently have a higher chance of success than the ones who jump straight to the end game.”

“Gaurav puts in more work than any other lecturer I’ve had. He provides a lot of really good resources that make the course material much easier to grasp. He also runs optional workshops multiple times a week where students can ask questions. He’s humorous and relatable, which makes it easy for students to connect and engage with him.”

– 2019 Macquarie Student
Dr Ian Stephen

Dr Ian Stephen’s enthusiasm for his subject is contagious, and he believes his own passion for teaching the Research Methods in Psychology unit helps to motivate his students to learn. By allowing students to design and conduct an experiment to investigate why people behave altruistically means students are applying the techniques they learned in the classroom and also experiencing a real-world scenario using their skills to solve problems.

“I motivate and inspire students to succeed by sharing with them my enthusiasm for the subject, by presenting information in a clear, engaging way, and by giving them an understanding of how the experience they gain in their learning will help them in their study, career, and life more broadly.”

“Dr Stephen is clearly an expert in his field. His passion and interest in his work translates into insightful and engaging lectures, tutorials and assessments. Dr Stephen is a great role model for aspiring psychologists and academics.”

“Ian was a wonderful lecturer who conveyed complex evolutionary concepts in a simple and engaging manner. I could tell he was passionate about what he was talking about and had a phenomenal amount of background knowledge. He could promptly answer any of my questions.”

– 2019 Macquarie Students

Dr Joel Fuller

🌟 Highly commended
Vice-Chancellor’s Learning and Teaching Student Nominated Award

Dr Joel Fuller’s teaching is underpinned by a belief that facilitating high-level engagement with his students and planning innovative projects that naturally stimulate their curiosity enables successful learning. His passion for teaching and focus on helping students to succeed in their chosen profession is well known by students and peers alike.

“I plan innovative projects for my students that directly influence clinical practice and involve substantial industry engagement. This engagement is genuine and recently resulted in one sports organisation flying one of my students overseas for the 2019 Asian Champions League.”

“Joel cares about not just how we’re all performing at university, but also what’s going on outside university: he takes a holistic teaching approach.”

– 2019 Macquarie Student
Joyce El-Haddad

Joyce El-Haddad strives to personalise every class by getting to know who her learners are and how they learn best as individuals, nurturing in them an innate love for learning and discovery. She achieves this by integrating different modes of technology, drawings, analogies and discussion, and connecting her unit content to real-world scenarios.

“I have observed that students pave the way for themselves to become lifelong learners when they feel encouraged and see me connecting the content in the classroom to real-life contexts. I feel that this approach encourages an atmosphere where the quintessential values of passion and compassion are conveyed within the classroom, but also echo into environments beyond the classroom.”

“She puts in a lot of effort to make sure that you have understood the content. Her method of teaching is very effective. She has an engaging personality and teaching style. The pure excitement and joy she brings to everyone in the class. Her teaching style makes the class so enjoyable whilst learning a lot of clear information. You can tell the level of expertise she has but can also simplify it to first-year students like me.”

– 2019 Macquarie Student

Associate Professor Jordi McKenzie

Associate Professor Jordi McKenzie believes that a key way to motivate his students to learn is to captivate them with great course material. He inspires his students by giving them access to the latest, most relevant and thought-provoking research in the field. He’s passionate about making a difference to his students’ lives and the world we live in, and also hopes that his teaching motivates his students to think about how economics can contribute to the important issues we face as global citizens.

“In my unit (Applied Microeconomic Topics), students are exposed to cutting-edge research published in some of the top journals of the discipline. The research papers I select deal with contemporary problems, while making use of the latest methodologies available. In this way, the material that students learn really is at the forefront of current research.”

“Jordi was able to succinctly break down complex research papers without excluding critical learning information. This helped us in being able to understand and summarise complex industry issues by following the same methodology used in the lectures by Jordi.”

“Jordi is also approachable and his wide knowledge in economics is an added value for the students to indulge in conversations and debates relating to current issues.”

– 2019 Macquarie Students
Dr Katherine McClellan

Dr Katherine McClellan cultivates a sense of belonging for her students by using icebreakers to foster openness, learning and cohort cohesion. She embeds quizzes, reflection points and discussions into the learning environment to help students check their own understanding of material along the way and build their confidence as active learners.

“I design interesting assignments that draw on creativity and a range of skills, which gives students a choice in how they tackle the topic and the freedom to produce something unique. For example, I ask students to investigate a topic of interest, develop and use their networking skills to interview an expert in the topic, and then present their research as a popular science podcast.”

Dr Kathleen Tait

Dr Kathleen Tait uses students’ capstone projects to allow students studying special education the opportunity to learn to work with community organisations and with other staff. As a result, she says that this then becomes a form of assessment, not only supporting and enabling students’ knowledge and teaching but also developing their professional learning skills. An example of a recent active partnership involved mentoring a postgraduate student (a teacher) who based her capstone project on creating a social skills program for her son who has autism. This activity encouraged and supported positive learning outcomes for multiple stakeholders within the school community.

“Dear Kathleen, Thank you. My son’s life at school has totally been changed by this project work. Not only has it allowed me the ‘excuse’ to intervene as a mother and help to provide social support for my son, we now have several students on board that are helping him and guiding him each lunchtime. My son feels he has many friends and is thrilled by the whole experience. His teacher has also been inspired to change things too and is feeling empowered. So for that … how do I find the words to thank you?”

– 2019 Macquarie Student
(Paraphrased feedback on capstone project)
Dr Kay Naumann

Dr Kay Naumann motivates her students to succeed by emphasising the long-term and transformative impacts of their university experience – in and out of the classroom. She often sees students becoming unmotivated from adopting a tunnel-vision focus on final grades and degree completion, which she believes takes away their ability to enjoy the process of learning about themselves and the world around them.

“I aim to instil a bigger picture perspective by highlighting the value that our lessons have beyond the classroom. For example, challenging coursework becomes a lesson in self-resilience, group work conflicts teach personal relationship management, and an impossible assignment becomes an activity in self-belief and determination.”

“She inspired a love and passion for business, providing a real insight by utilising her own personal experiences to better inform her teaching. She always related the theoretical to the practical, which made her teaching style super engaging. She also actively sought feedback and evaluation on her teaching and recognised every class requires a different style of teacher, as people learn differently. She wasn’t set in her ways, and you could tell she genuinely valued self-growth and improvement as a teacher which was really refreshing.”

– 2019 Macquarie Student

Associate Professor Kira Westaway, Michael Rampe and Matthew Cabanag

Team winners
Vice-Chancellor’s Award for Learning Innovation (Team nomination)

Associate Professor Kira Westaway, a lecturer with a passion for caves, sediments, fossils and discovery; Michael Rampe, a senior designer, a technologist and founder of the Pedestal 3D platform; and Matthew Cabanag, a VR guru and portable VR rig builder, have worked together to create REIM – Reality Embedded in Motion – a discipline-connecting, imagination-capturing tool that’s taking the Macquarie campus by storm.

“REIM was born out of a desire to provide students with an authentic learning environment that would take them to places we could never normally go and to push the virtual reality revolution into education. Together, we’re shaping the future of immersive technologies at Macquarie.”

– Associate Professor Kira Westaway
Lauren Florentia Ehrenfeld

Winner
Vice-Chancellor’s Learning and Teaching Sessional Staff Award

Lauren Florentia Ehrenfeld motivates and inspires her students by creating a learning environment where they can focus on aspects of their field of study that particularly excite them. As the tutor for the Principles of Behaviour Change unit, she also works with students on developing and implementing a behavioural change intervention for themselves, which she believes is a powerful tool to enhance student engagement and learning.

“As part of the behavioural change intervention, I undertake one-on-one consultations with my students, which helps them in tailoring and refining an intervention that is personally relevant. My genuine passion for psychological intervention facilitates greater commitment of my time and resources, but ultimately is best for students.”

Dr LayPeng Tan

Highly commended
Vice-Chancellor’s Learning and Teaching Student Nominated Award

Dr LayPeng Tan says, “Teach from the heart, for the heart summarises what teaching is all about”. She believes her role as a teacher is much more than just empowering her students with knowledge about their chosen area of study. Rather, she’s committed to helping all of her students develop their potential and capabilities, so they can achieve their goals within and beyond the classroom.

“I’m grateful and humbled by this student nomination. My role as a teacher goes beyond imparting knowledge; I’m an enabler of students’ success. I equip students with work and life skills, inspire them to learn and challenge them to strive for excellence. I achieve this by creating a class environment that encourages all students to invest in their learning experience and through my personal connections with them.”

“Dr LayPeng Tan is one of the most engaging lecturers I’ve had at Macquarie. I initially chose the marketing unit as I thought it would be a useful course for work. But her love and passion for the discipline has made me think far more broadly about, for example, my purchasing decisions in day-to-day life, as well as how I approach my work and studies. I believe I speak on behalf of the entire unit cohort when I say her love for her work has driven her students to be passionate marketing students.”

– 2019 Macquarie Student
Lisa White believes that great teaching involves working hard to engage students and building tools for them to unlock their potential, as well as developing their curiosity and interest in the subject, and passion for transformative learning.

“In my Educational Studies tutorials, one of the ways I motivate my students is through sharing stories from the school classroom and demonstrating practical and visible learning strategies for supporting school learners sharing my passion for authentic children’s literature. It’s important to model and scaffold learning in school classrooms too, so I try to model this process in our tutorials through the use of a variety of ‘visible thinking strategies’ to help students think about their own developing pedagogy.”

“Her love for English is infectious, and it makes me want to try really hard so I too can be like that.”

“Her classes are always interesting and helpful, and you get a genuine sense that she wants all of her students to achieve to the best of their ability.”

– 2019 Macquarie Students

Lisa Bonnici

Lisa Bonnici works hard to build productive relationships with her students, ensuring they feel supported in their individual learning journey at Macquarie. She wants her students to know she cares about their wellbeing as well as their academic success. She is also passionate about social learning, so her teaching is designed to facilitate maximum engagement and interaction with, and between her students, in and out of the classroom.

“I’ll often nominate students to work with different people each time we do pair work or group work activities; I also encourage my students to feel safe asking questions, to learn from their mistakes and to remember that, with effort, almost any success is possible.”

“Lisa is an inspiring, kind, passionate teacher who has a great heart. She knows when her students are under pressure and behind in content and is there to help; she really listens. Her classroom was very engaging, educative and fun, and I learned more than just English in her class. I will never forget for the rest of my life that she incentivised me to do well and wanted all of us to succeed. She deserves to know she’s made an impact on her students.”

– 2019 Macquarie Student
**Educators of Impact**

**MACQUARIE UNIVERSITY**

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**Maja Draganic**

Maja Draganic believes that regular, open and honest communication with students is an important foundation for successful learning. Understanding the unique needs of her students means she can design a learning environment that truly motivates and engages them – which, in turn, leads to better learning outcomes.

“In the age of standardised testing, it can be easy to forget to be inspiring. My experience as a teacher has taught me that a positive and inclusive learning environment that acknowledges emotion, and where students feel comfortable to express their needs, is crucial for motivating and inspiring them to succeed.”

“Easy to understand and uses various teaching methods. Most importantly, she lets students have fun and learn at the same time. She always motivates, encourages and supports students as much as she can. She is a good teacher, and I really hope the world will gain more teachers like Maja.”

– 2019 Macquarie Student

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**Mahbub Hassan and Dr Weidong Pan**

In a changing technological landscape, the delivery of effective and innovative support learning technologies that assist our teachers to engage students has never been more important. This is the focus of Mahbub Hassan’s and Dr Weidong Pan’s roles in Learning Technologies Services. They are both passionate about providing technology solutions that meet the needs of today’s students and about working with teams across Macquarie to deliver accessible, rich and interactive multimedia content.

“The learning and teaching content delivered through our technologies is more interactive and rich with multimedia, which motivates students and helps them succeed with providing easy access to the resources.”

– Mahbub Hassan

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Dr Matthew Bulbert

Highly commended
Vice-Chancellor’s Educational Leader Award

Dr Matthew Bulbert is driven to empower his students with the skills and desire to become lifelong learners, capable of making meaningful and self-fulfilling contributions to society. In his quest, he’s applied a sustained, strategic and integrated approach to delivering on employability goals, and has initiated and designed pre-university programs; discipline-focused postgraduate PD opportunities; and award-winning undergraduate curricula, including the widely impactful and novel biology capstone.

“I focus on three key elements: the delivery of embedded skills streams applied within immersive workplace-relevant scenarios, mobilising and facilitating interdisciplinary university and industry teams to tackle employability challenges, and engaging students in transformative practice through the use of a broad breadth of creative and entrepreneurial elements.”

Associate Professor Matt Bower

Winner
Vice-Chancellor’s Award for Teaching Excellence

Associate Professor Matt Bower ran the world’s first blended-reality tutorial that enabled remotely located students to participate in face-to-face classes using virtual world avatars. In 2018, his book Design of Technology-Enhanced Learning won the AECT Design and Development Outstanding Book Award, and his educational technology research has been cited more than 2500 times. He often receives almost perfect scores on his teaching evaluation returns, and student feedback indicates that he inspires them to new levels of career success.

“I inspire my pre-service teachers by modelling learning technology innovation, creating internationally acclaimed educational resources, conducting high-impact research they can use and projecting my passion for effective learning technology utilisation.”
Dr Matthew Bulbert, Associate Professor Martin Whiting, Fiona Jones and Serene Lin-Stephens

🌟 Highly commended
Vice-Chancellor’s Award for Teaching Excellence
(Team nomination)

Within the biology capstone, the team created a think tank scenario in which students are professional consultants of BioCap Corporation working on ‘commissioned’ projects and self-initiated discovery projects based on their interests. Students learn in a dynamic, problem-based way. They attend professional development workshops to gain the skills required to complete work, including science communication to generate public support and research and development funding. The students also advocate for the STEM profession in the STEM Careers Forum through networking with other professionals and peers.

“The capstone unit motivates students by creating an industry-immersed learning environment inspired by skills for the future, and informed by career research and industry inputs.”

– Dr Matthew Bulbert

Dr Matthew Kosnik

For Dr Matthew Kosnik, motivation begins with respect and clarity. He treats students as colleagues in the learning process, giving them as much control over their own learning journey as possible.

“I try to get them to make the unit activities as applicable to where they see themselves in the future as they can, so that they can use the activities to discover what they like and what they are good at.”
Matthew Mansour

Matthew Mansour gets to know each student by name and makes sure they feel included in lectures, so they feel comfortable to participate in class. He also believes all students respond positively to real-life examples in lectures that explain how things really work and makes sure he regularly uses his own experiences to bring alive concepts and ideas for his students.

“Students are considerably more engaged when they aren’t anonymous – getting to know the student’s name in a large cohort helps break barriers of not feeling included in the lecture. I also embed my personal experiences and war stories into all lectures, so students can better relate the content to their end-goal.”

“Matt’s teaching style and engagement is amazing. His way of making us understand some complicated situations and connection to make it relevant to us it so great. Matt always keeps us engaged in lectures and finds interesting ways to teach us the concepts of our unit. He also tells us fascinating stories and anecdotes which engage us and keep us interested in his lectures.”

– 2019 Macquarie Student

Dr Mauricio Marrone

🌟 Highly commended
Vice-Chancellor’s Award for Learning Innovation

One of the ways Dr Mauricio Marrone inspires his students is by keeping them focused on their dream job while they undertake their learning journey at Macquarie. He asks his students at the start of the session to search for advertisements of their ideal job and then reflect on what they’re learning with this in mind.

“From session commencement, I ask students to search for three to five job ads that represent their perfect job and to make the link between what they’re learning and how they can get the job. I highlight the links between their future aspirations and learning material covered in class whenever I can, and have found this to be a powerful and meaningful motivator.”
Dr Maria Herke

Dr Maria Herke believes that great communication is a powerful enabler for her students to succeed in all life spheres. She works hard to make the links between what her students are learning in class and how this relates to their existing or future careers.

“A very popular assessment I use to support this is getting students to create a WordPress blog where they post examples of their best written communication from any of the units they are enrolled in. They are encouraged to update this blog as they move through their units, and to use it as a showcase of communication skills for future employers.”

Dr Maurizio Manuguerra

Dr Maurizio Manuguerra takes the time to recognise the uniqueness that exists in each of his students. He adapts his teaching and learning style to better meet students’ specific needs – their academic goals, interests, study preferences and knowledge gaps. This approach has inspired a positive attitude in his students towards statistics. He believes that students are motivated to succeed by different things, so he works hard to create the right atmosphere for each student to engage effectively with the unit content.

“For many students, going through real problems and seeing the relevance of statistics in their studies and in their lives is enough to get interested. Others become intrigued, and we show them the beauty of the discipline. In my experience this is enough, and most get interested and succeed.”
Professor Mark Hancock

Professor Mark Hancock demonstrates a real passion for physiotherapy and motivates his students to learn by delivering content and designing assessments that students find relevant and useful to their future career as a physiotherapist. He loves teaching as much as physiotherapy and is well known for possessing a genuine interest in his students and their success.

“The content and assessments in my units rely heavily on real-case studies, allowing students to apply their knowledge in practical ways by assessing and managing patients as would occur in a real-world clinical setting.”

“A fabulous teacher and incredibly skilled in what he does. Very knowledgeable and patient with explaining the project. Always happy to meet and chat at any time if necessary. He continually demonstrates that he cares about the students and makes class a pleasure to attend. He explains everything so effortlessly and puts everything into context. He is one of the leading researchers considering the spine and having him take the time to instruct our cohort is priceless.”

– 2019 Macquarie Student

Distinguished Professor Michael Gillings

Distinguished Professor Michael Gillings uses examples drawn from art, music, literature or popular culture to spark a sense of familiarity and ownership with his students. To expand on concepts, he also uses current events and scientific papers that also help to illustrate specific topics. He believes that reminding students how much they have learned throughout their studies builds confidence and instils a sense of competence and achievement.

“My aim is to pique the curiosity of students, to generate an optimism and passion for learning. To make content directly relevant, I use familiar examples from real life. This shows how the knowledge students have acquired helps in making informed decisions.”

“Most hilarious and intellectual lecturer I have ever had in my university life. Is clearly passionate about investing in the next generation. Models strong, rational lines of thought during lectures to support his own views, but encourages development of student’s own critical thought patterns. Gives students great insight into complex topics such as climate change and the impact of human behaviour on ecosystems.”

– 2019 Macquarie Student
Dr Mirjana Strkalj

Dr Mirjana Strkalj is focused on innovation in her learning and teaching environment, and by thinking beyond traditional delivery methods, she creates interesting, engaging and student-centred curricula. She also explores different approaches that not only allow students to exercise innovation in their own learning but also help them to develop a passion for lifelong learning.

“I am passionate about providing a welcoming teaching environment for all students and advocate for equality, respect and excellence. I set high expectations for my students and encourage them to dream big. By creating a supportive and collaborative class environment, I lead students to achieve their goal.”

“Incredibly caring and uniquely aware of each student’s academic and personal needs. She has helped me achieve my best in a very difficult degree. She not only provides comprehensive and informative lectures, she cares about each individual student wholeheartedly. Engaging with a sense of humour and camaraderie during teaching, focused on developing lifelong learning skills and critical thinking, rather than just content for assessments.”

– 2019 Macquarie Student

Dr Nader Hanna

Dr Nader Hanna believes that as an educator it is his responsibility to create a challenging, friendly and fun environment that is conducive to learning. To achieve this, he has redeveloped the teaching content to be goal-based with problem-solving activities and case studies designed to connect what is taught in the classroom with real-world problems and applications.

“I believe my role as an educator is to be a facilitator that guides learners to achieve authentic learning and encourages them to learn independently.”

“He is a great teacher with great moral values. He is not only a genius but also knows how to make the topic interesting to students. He is always helpful. He always tries his best to give whatever a student needs to understand the unit.”

“For ISYS114, his lectures are very elaborate and interesting. In the beginning I was really struggling with the subject, but after attending his lectures, I got a better understanding of the subject and also managed to get a distinction.”

– 2019 Macquarie Students
Nandini Kumar

Nandini Kumar’s learning strategy is to make learning fun, and she works hard to truly engage with, and get to know, her students. For example, she strives to know every student by name; addresses them by their name; and ensures her written feedback and comments are delivered in a conversational style, using their first name. When her students are engaged and ready to embrace learning, she provides them with an environment and learning materials that are interesting, fun and easily navigated.

“My approach in three words is ‘Make learning fun!’ When fun replaces fear, the student will be on a path of continuous self-directed learning, which then means they require no pushing and external motivation to succeed.”

“Kumar is an awesome lecturer. She’s very understanding and patient with us. Her explanations of the lectures are simple to understand as well, even if the subject is quite complex. I nominate her to receive a great teacher award. Thanks Kumar!”

“She is very student interactive and can really read the whole class and how the class is going. Her examples are very good and practical. Nandini, as a friendly teacher, has really helped us a lot.”

– 2019 Macquarie Students

Associate Professor Naomi Sweller

Highly commended
Vice-Chancellor’s Learning and Teaching Student Nominated Award

Associate Professor Naomi Sweller notes that even though statistics classes are not wildly popular with psychology students, she’s still determined to help her students get the most out of her lectures. She cares deeply about the subject matter – research methods and statistics are key underpinnings of psychological research and practice – and believes that bringing this energy and passion to every student interaction she has helps them be successful.

“My passion is evident in my classes and my enthusiasm rubs off on students. I adopt a collaborative student-focused approach, incorporating anonymous in-class quizzes to lectures – and designing assessments with direct, practical applications to students’ research projects. I’m determined to help my students get the most out of a course very few of them would otherwise choose to take.”

“Naomi is so passionate about her work. She goes above and beyond to ensure that the content is not only understood but also her students get the most out of the course. She teaches a hard subject, but she always manages to make three hours of straight content enjoyable. I’ve never had a teacher who’s been able to do this before. She truly deserves to be recognised for her brilliant care, compassion and effort.”

– 2019 Macquarie Student
Nina Bernius

Nina Bernius encourages her students to constantly seek new methods of learning and self-improvement through effective and reflective feedback. One of the ways she has brought this to life is by creating an opportunity for students to be involved in the learning and teaching process, through the Business School’s Student Representative Program. Each semester hundreds of students participate in this program, which focuses on acquiring skills that enable the process of continuous improvement in their unit and within themselves.

“I encourage students to reflect on their learning, no matter what stage they are at, by having an authentic conversation with them about their short-term and long-term goals, and then I am able to provide a personalised approach to developing their skills to reach their goals.”

Dr Pamela Humphreys

 ★ Highly commended
   Vice-Chancellor’s Educational Leader Award

Dr Pamela Humphreys motivates and inspires her colleagues with her positive, enthusiastic and engaging way of working. She’s known for her commitment to quality and excellence in all she does, together with her keen focus on supporting and enabling continuous professional development for our teachers.

“I’m proud to have been involved in the co-development of our institutional learning and teaching philosophy based around three words: engage, empower, evolve. This led to a teaching excellence framework, which provides a mechanism for continuous professional development and encourages our teachers to be reflective practitioners.”
Dr Paul Crosby

Highly commended
Vice-Chancellor’s Learning and Teaching Student Nominated Award

Dr Paul Crosby has observed the needs and aspirations of university students rapidly evolving and believes that it’s more important than ever to provide transformative learning experiences that help students build meaningful, agile careers. He believes that the discipline of economics offers fascinating insights into the world around us and works hard to create a learning environment where students engage in learning activities that enhance their appreciation of economics.

“In my teaching, I aim to draw upon these valuable insights and connect topics to an array of real-world issues that allow students to apply their knowledge of economics in familiar settings. My goal is to create a stimulating learning environment where students feel invested in the subject matter.”

“Paul is an excellent lecturer who, rather than ‘telling’ us to do the work, makes us want to do the work. He greatly enhanced my understanding of economics, as well as how to produce a research paper. He clearly explains concepts and the requirements for tasks and is a standout lecturer, unit convenor, tutor and mentor.”

– 2019 Macquarie Student

Peter Clark

Peter Clark instils in his students a sense of purpose in their own learning journey at Macquarie. He teaches with honesty and vulnerability, and focuses on helping students make the right study choices that will set them up for future success.

“Leonardo da Vinci said that ‘Study without desire spoils the memory, and it retains nothing that it takes in’. This perspective helps inspire students to take ownership of their learning, otherwise why are they spending their time and money at university?”

“Peter is very friendly to his students and really funny and open-minded when teaching in class. He’s an awesome teacher who is able to everybody in our class. He made sure everyone was travelling well with the content whilst making classes super enjoyable and engaging.”

– 2019 Macquarie Student
Dr Phani Rekha Potluri

By incorporating a variety of current research interests and topical stories occurring in the world today within her learning environment, Dr Phani Rekha Potluri hopes to inspire students to become excited about science and the impact science can have in today’s world. She hopes her teaching inspires students to continue a strong self-interest in their taught course.

“I feel that this research-focused component has really raised the bar of our students’ curiosity with research-driven knowledge.”

“She takes her time explaining and making sure we are really understanding the topic. She’s considerate and open to suggestions and improvements on the unit. She is very popular among the fellow students and is a very intelligent, hardworking, humble and with excellent leadership qualities. Phani has been administering a new curriculum in CBMS732/832 and has gone above and beyond to help students navigate the new course, including providing significantly more consultation time and individualised feedback for each student after assessments.”

– 2019 Macquarie Student

Dr Prashan Shayanka Mendis Karunaratne

Highly commended
Vice-Chancellor’s Award for Teaching Excellence
Highly commended
Vice-Chancellor’s Educational Leader Award

Dr Prashan Shayanka Mendis Karunaratne believes with the right teaching and learning environment, higher education can be for anyone. He inspires his students to embark on successful learning journeys by using threshold concepts to convey the relevance of the discipline being discussed. He’s also committed to helping students succeed by providing them with effective learning tools based on learning taxonomies.

“Students learn best when they’re inspired to understand the ‘why’ about their learning and when teachers acknowledge that learning itself is a journey that requires tools to navigate, which in turn equips students with the ‘how’ about their learning. Once given the ‘why’ and the ‘how’, higher education can be for anyone.”

“I really enjoyed the lectures and got a lot of resources to learn. He was friendly and always had practical and real-life examples to help us understand the concepts. I never liked economics and by the time I enrolled for this unit, I was a media student ... However, Dr Prashan was able to change my point of view for economics, and for the first time ever, I got so interested in economics and business. I volunteered to be a unit representative and achieved a distinction for the unit.”

– 2019 Macquarie Student
Raewyn Burden

Raewyn Burden aims to inspire her students to be the best educators possible, by encouraging engagement in the teaching and learning process and displaying significance and connectedness in the curriculum to their lives and current knowledge. She is passionate about helping students exhibit intellectual quality, through having a qualified opinion on factors that affect them as future educators.

“I aim to role model these elements through an energetic, yet compassionate manner and hopefully motivate students to approach teaching in a confident, passionate style that they also impart to their students.”

“Rae has been a great tutor! She helped us to achieve our best in the unit, and she engaged us in all tutorials. She clearly outlined the unit/assessment expectations and guided us to succeed. She delivered the course content in interesting ways.”

“A confident and resourceful teacher who always has the students’ interests at heart; she provides in-depth teaching.”

– 2019 Macquarie Students

Dr Robyn Westcott

Highly commended
Vice-Chancellor’s Award for Learning Innovation

Dr Robyn Westcott believes that good teaching welcomes students into conversation – with academic and professional staff, with scholarly enquiry and with each other. Her commitment to empowering students through dialogue has informed the development of WriteWISE, the University’s student-led writing support program. WriteWISE provides a constructive, community-focused environment in which peer-directed conversations build student confidence in academic writing.

“The WriteWISE program’s 96.7 per cent student satisfaction rating speaks to the effectiveness of encouraging active listening, empathic engagement, mutual respect and a commitment to optimism. As one student observed of their WriteWISE experience, ‘I felt that the University was supporting me, rather than letting me find out the long and hard way’.”

“Highly commended
Vice-Chancellor’s Award for Learning Innovation”
Roderick Smith

🌟 Highly commended
Vice-Chancellor’s Learning and Teaching Student Nominated Award

Roderick Smith recently took the Law School mooting team to Geneva for the Nelson Mandela world competition. Macquarie came second out of 190 participating universities. After their win, one student wrote, “Rod, somehow, you transformed me into a better mooter despite having been doing this for five years. I probably wouldn’t have improved my style if you hadn’t suggested subtle changes in the always respectful fashion you did. We wouldn’t have made the final without you”.

“I encourage students to go beyond their comfort zone, trust the process of learning in a safe zone, take risks and be proud of their achievements.”

“Rod’s teaching style is so professional, engaging and enthusiastic. He’s very compassionate and caring towards his students and genuinely wanted to see us succeed. He identifies when students are struggling and reframes the content – complex legal concepts – in a way that ensures we understand it.”

– 2019 Macquarie Student

Dr Saartje Tack

🌟 Highly commended
Vice-Chancellor’s Learning and Teaching Sessional Staff Award

Dr Saartje Tack’s teaching aims to empower all students to speak up and think differently about the world we live in. She encourages students to critically interrogate the ways in which structures of oppression operate in all aspects of our lives, providing them with the conceptual and theoretical tools to investigate how inequalities affect them individually, and the impact of inequality on the world.

“I provide my students with the tools to investigate how inequality – as varied as those embedded in institutions, everyday practices, our categories of understanding the world and popular culture – affect their own position in the world, their choices, and whether or not they feel comfortable making their voices heard. It’s only if we view speaking up as a political act that we can begin to challenge the status quo.”

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The Learning Innovation Hub team strives to inspire and motivate students to succeed. iLearn Insights has been developed to empower teaching staff in providing additional support based on student iLearn usage trends. By identifying students using iLearn system analytics, teaching staff can easily commend thriving students or provide additional support services, through targeted messaging, to those needing help with their studies.

“Proven to be beneficial, iLearn Insights has been used by 40 departments and continues to grow with over 6000 personalised and targeted emails sent during the first half of Session 2, 2019.”

– Shamin Joarder
Dr Sonya Willis

Highly commended
Vice-Chancellor’s Learning and Teaching Student Nominated Award

Dr Sonya Willis’ approach to teaching law is about fairness, knowledge and practical legal ability, and she works hard to create a learning environment where these three attributes are enhanced in her students. She also inspires her students with her own passion for the subject and her engaging style, and by explicitly and practically applying the principles she teaches.

“I aim to teach effective communication and interpersonal skills through my own interactions with students as well as by direct teaching. I train students to correspond like lawyers both explicitly and by example – demonstrating the value of politeness, careful wording and thoughtful correspondence. I also care deeply about my students’ wellbeing.”

“Sonya incites passion in her students with her engaging and interesting lectures. She’s incredibly dedicated and enthusiastic about seeing us achieve academically. Her ability to deconstruct complex concepts and procedures, then relay this information effectively, has never failed to amaze me.”

– 2019 Macquarie Student

Associate Professor Tiffany Jones

Winner
Vice-Chancellor’s Learning and Teaching Student Nominated Award

Associate Professor Tiffany Jones is the convenor of the Exploring Australian Education: Social and Historical Contexts unit, which introduces students to the sociology of education. The unit challenges students to consider all four orientations to social issues in education – conservative, liberal, critical and post-modern – as well as education sector issues, time/place lenses and identity analyses that students may be inspired by. She believes that this unit seeds differing motivating, or success, factors in her students.

“Sociology of education is a broad field, containing deep silos. Differing ideologies, identity issues and contexts motivate different students. Indeed, alternatives will be initially off-putting, seemingly de-emphasising their core motivators. I thus facilitate learning across all students’ differing motivations by covering multiple factors within given social education debates that might inspire.”

“Tiffany is everything that I believe a teacher should be. She’s incredibly well versed in the course that she teaches, and her lectures and lessons consistently prove this. She’s designed a course that really works to convey the value of education and the impact we, as future teachers, can have on students.”

– 2019 Macquarie Student
Associate Professor Wayne Warburton

William Butler Yeats’ quote ‘Education is not the filling of a pail, but the lighting of a fire’ resonates strongly with Associate Professor Wayne Warburton’s own teaching philosophy and experience. He believes that students want to be inspired, not just ‘filled with facts’, and will respond positively to learning when their world is full of possibilities and empowerment.

“I like to engage with my students, encourage them to reflect on their dreams and aspirations, show my enthusiasm for their psychology journey, share stories about world-changing people, and shine a light on what is possible. Hopefully this has helped empower students to make informed decisions about their life path.”

“Excellent and engaging lecturer. Had the whole lecture theatre enraptured by his lecture. Took the theory and explained it while also giving real-world clinical examples. Engaged the audience with questions and scenarios.”

“Wayne was a really good lecturer that was able to keep me entertained for the whole two hours. He clearly explained the content in a way that was easy to understand.”

– 2019 Macquarie Students

Dr Yves-Heng Lim, Fred Smith and Dr Adam Lockyer

🌟 Highly commended
Vice-Chancellor’s Award for Teaching Excellence (Team nomination)

The team believes that students perform at their best when they’re empowered to take full ownership of their learning. A simulation unit that the team developed achieves this by creating conditions in which students are put in a unique position of responsibility. In the main scenario-driven simulation, students act as experts in their respective fields and their team relies on their expert judgement to make policy recommendations.

“The recognition of this domain-specific expertise by their peers plays a critical role for students, bolstering their motivation and self-confidence.”

– Dr Yves-Heng Lim
Zara Bending

Zara Bending inspires her students to succeed by demonstrating that their knowledge and skills have real-world application, and their work can make a difference in the world, no matter what they’re studying. She is focused on providing a learning environment that empowers her students towards creating a purposeful, meaningful career for themselves.

“My students know that they do not need to wait for the ink to dry on their testamurs to have a positive impact and pave their own way to careers with purpose. Together we have drafted policies for international NGOs, made submissions to parliamentary inquiries, organised conferences, drafted petitions, conducted court visits, and even collaborated towards high-impact research.”

“Zara is an enthusiastic, caring and strong leader and teacher. She shares so many unique experiences that make her teaching both truly inspiring and encouraging. She sees great qualities, in all her students and dedicates her time to nurture those qualities so she can see us grow into successful professionals.”

“Through her engaging lectures and general worldliness (she has great stories), she motivates all her students to strive for their individual ambitions regardless of how unattainable they may first appear.”

– 2019 Macquarie Students