

## Context

As a UNSW Scientia Education Fellow, I foster networks within UNSW, and across the sector both nationally and internationally to develop and share leading edge innovation, showcase our practice and people, and to generate novel ideas to enhance the UNSW student experience.

As the Discipline Head, I lead my team to deliver anatomy education to learners in a range of programs and contexts, and in large ( $\pm 600$ ) to relatively small (20 students in an anatomy laboratory or scenario group) cohorts. While this has required a flexible approach, I am strategic in leading my discipline, drawing focus to discipline application, problem-solving and reflection. I focus my efforts on the design of a supportive constructively-aligned curriculum, leveraging technology to support and sustain innovation, and in leading by example.

My discipline, anatomy, is a fundamental medical science discipline for safe and effective practice of medicine and allied health practice, yet students don't always appreciate its relevance to their future profession and their goals. Anatomy is also a challenging discipline as it requires students to digest complex relational information and to use this data to build a three dimensional model in their minds that they can access, and adapt to simulate how altered structure may impact function and relations. As an additional cognitive load, students learn anatomy from human donor bodies – this involves them confronting their deep notions of death and life...of what it means to be a human. Thus, I believe anatomy is uniquely placed to bring together diverse learning paradigms such as a hidden 'humanistic' curriculum with technology-enhanced learning.

## Teaching Philosophy

I have a student-centred and relational teaching philosophy that is evidence-based and pedagogically led. I focus my efforts on designing a supportive learning environment coupled with a constructively aligned curriculum that thoughtfully integrates technology to enhance the student experience and learning. As a discipline leader, I am committed to working through partnerships– in multi-disciplinary academic/professional teams, I have a mentorship-mindset: I support academic teams by leading through example; in student partnerships, I focus on understanding experience, thus supporting students to find solutions to their challenges. In all contexts, I focus on being available, accessible, and present, and in engaging with diverse thought to ultimately co-design creative solutions. I focus on problem-solving, creative thinking, teamwork and reflective practice, believing firmly that these high-order skills enable mastery and high degree of competency by framing learning in meaningful ways that are relevant to the future profession of the learner.

I strive to optimise every opportunity to engage with students, whether in person, or online, and to scaffold learning in an inquiry-driven supportive environment. I focus on making explicit integration of learning activities with other disciplines through clinical and functional relevance, and correlation with medical imaging, health, biomechanics, or biomedical applications. I provide multiple opportunities for students to find answers to their questions, to construct their knowledge as they discover 'for themselves' and problem-solve. I believe in empowering students to advocate for their learning needs. Students are encouraged to provide feedback on what is working and to proactively ask for the help, when required.

## Key Strategic Initiatives

I have led the development of several educational resources and learning experiences to support and enhance students' learning in my discipline and at UNSW:

1. **Best Network: Anatomy Lead (2014-2019):** created more than 40 learning packages used by academics across Australia and beyond
2. **Integration of Blended Learning in Teaching Practice** (Awarded 2016 Vice-Chancellor's Award for Teaching Excellence & AAUT Citation)

3. **Teaching Technology Toolkit:** a platform to support technology-enabled learning
4. **Healthy Universities Initiative:** co-lead an initiative of the Scientia Education Academy to support student wellbeing
5. **Virtual Anatomy Resources** e.g., [Virtual Bone Box](#): designed and developed VR and AR learning resources to enable student learning at their own pace and in their own time
6. **Digital and Technology Uplift:** Anatomy courses (2017-2019): blended learning adoption in anatomy courses to adopt best and leading practice
7. **Digital uplift of Phase I Medicine Ageing and Endings (AE) A and AE B courses (2017-2021):** led the adoption of blending learning that provided students with pre- and post- formative review activities, as well as concept videos for core course content
8. **Integrating Self Determination Theory into curriculum design (2018-2021):** integrating SDT into Medicine Phase I courses (AEA and AEB)
9. **Transition of Anatomy from face-to-face delivery to remote delivery (2020-2021):** to enable continued anatomy education during the pandemic
10. **Integration of Complete Anatomy into Medicine Program (2021)**

## 2021 M&H Education Excellence: Case Summary

I have sustained evidence over several years of engaging with education to enhance the student experience. Over the last five years, has been on creating a **student-centred relational learning environment**. I focus on integrating the three domains of self-determination theory into the student experience and life. Specifically, I aim to support student wellbeing, student advocacy and evidence-based integration of technology to enable student to develop competency at their own pace and with individualised feedback in a supportive learning environment. To enable the supportive learning environment, I have focussed on embedding strategies and 'social' technologies that enable communication, community, and student advocacy. I advocate for this approach to my peers and teams by experimenting and modelling how this can be best achieved, by mentoring and supporting others as they consider adoption, and by focussing on learning design, scaling efforts and sustainability.

### 1. Design And Development of Learning Activities and Assessment

I bring a design-thinking innovation mindset to course and learning design. I believe that making constructive-alignment explicit to students actively engages them in the learning process. Fundamental to the student experience is the learning environment. I focus on creating a supportive student environment that promotes students' sense of safety in giving and receiving feedback and enables self-advocacy for learning. This is based on the principles of the self-determination theory which I use as a framework for supporting student wellbeing. The framework as well as the application to my course design and impact are outlined in:

- [Supporting Student Wellbeing: The Care Factor: Foundations and practice of supporting student success and wellbeing](#)
- [Phase I Medicine: Supporting student wellbeing through a student-centred supportive learning environment during remote delivery](#)
- [Blended Learning](#)

#### **Selected evidence of impact:**

##### **Partnering with students:**

*'...This task has put us in the place of the lecturer – we have had to think about how to present our cases so that the class will understand and learn from the case. I am surprised at how much I have learnt by reflecting on our team assignment and class work'*

*'I really appreciate that you noticed when I wasn't coping. Your suggestions on how to cope made the biggest difference to me. I would have given up otherwise.'*

## **Supportive learning environment**

- *Having all the learning materials in one place and being able to get live feedback during all forms of class has been rewarding and significantly improved my understanding of the course.*
- *Lots of tutorials and lectures were engaging and fun and you could see the effort that went into making online learning better for us.*
- *I particularly appreciated the trivia night at the start of the term which fostered a sense of community.*
- *Nalini provided really great support to us this term in the form of revision tutorials and lectures, check ins on Teams, restructuring pracs and various other social competitions throughout the term.*

## **2. Teaching and Supporting Student learning**

My passion is creating and using smart technology to enhance the student experience and to integrate technology in a meaningful way to enable student learning while decreasing cognitive load. To serve a diverse student cohort and to increase student agency in learning, I have developed resources that students can access in their own time and at their own pace that embeds meaningful feedback. Two examples, with evidence of impact, are provided here:

- [Design and Implementation of Virtual Reality Learning Resources](#)
- [Integrate Virtual Reality using Complete Anatomy in Phase I Medicine AEA, 2021](#)

I use multiple 'social' platforms to develop a learning community and a supportive environment where student can connect with peers and with academic staff to enhance a sense of belonging. The use and impact is outlined in:

- [Video Summary: 2020 use of social activities \(Trivia Night\) and social platforms \(MS Teams, Kahoot!\)](#)

In 2021, I used Padlet to further promote the student voice and to increase student advocacy for learning needs. The impact of the implementation is summarised in:

- [Phase I Medicine: Supporting student wellbeing through a student-centred supportive learning environment during remote delivery](#)

### **Selected evidence of impact, student comments:**

- *Padlet really allowed me to ask questions freely and gave me a platform to reach out for help whenever I required help. I understand how difficult it must be to maintain this Padlet platform and I'm so very grateful for this.'*
- *'We were given so many opportunities to connect with the cohort, give feedback, express concerns, ask questions and overall just share any thoughts and opinions ... The resources were great and I felt much more supported and part of a community than I ever have in previous Phase 1 courses.'*
- *'The best thing was the amount of support that I felt throughout. Things like the padlet and periodical updates/check-ins made me feel more connected to a community despite online learning. There were also lots of amazing resources provided, including complete anatomy, extra lecture/practical notes, and extra tutorials and online modules.'*
- *'There was a clear focus on student engagement and I found this the most enjoyable term thus far. While I really struggled with the content, the padlet, ability to send through feedback or questions at any point, kahoots, drop in sessions, etc, made this course feel really accessible.'*
- *'The padlet, this my first time having this in a course, really allows to build an online learning community and very helpful to see what other people are struggling with so you feel less isolated, allows students to give feedback and more importantly have that feedback implemented real-time to the course content was such a wonderful thing to witness'*
- *'It makes me feel a lot more confident to ask questions and embrace my learning and be really engaged, which is especially important in the online setting. '*

### 3. Disciplinary Expertise and Professional Development

My continued development of my practice and professional capabilities is evidenced in my broad engagement with multiple sectors in higher education, and with educational scholarship.

The evidence of my engagement is seen in:

- I participated in the [Wattle Program](#), as one of the two women leaders in higher education representing UNSW
- I was awarded the Fellowship of ANZAHPE in 2021
- I participate as a UNSW peer reviewer of teaching

### 4. Educational Leadership

My educational leadership is demonstrated in:

- Leading my discipline and team through the continued delivery of anatomy education, summarised in the SEA Lecture (2020):
  - [Accelerated Remote Delivery: Gathering Information and Applying Learnings](#)
- Co-Leading the Healthy Universities Initiative, summarised in:
  - [Supporting Student Wellbeing: The Care Factor: Foundations and practice of supporting student success and wellbeing](#) (2021)
  - **◦ [2021 UNSW Education Festival: Student Success and Wellbeing](#)**
- I am an active contributor of the following education committees:
  - UNSW: Moodle Enhancement Steering Committee, Scientia Education Academy, Healthy Universities Initiative
  - Medicine & Health: Medicine Program Phase I and Curriculum Design Committee, M&H Education Committee and Faculty Board, Faculty Education Academy
  - SoMS: Teaching Executive, Teaching Committee, School Education Committee
- I served nationally in:
  - [2021 Assessor: Australian Awards for University Teaching](#)
  - Australia and NZ Association of Clinical Anatomy (ANZACA): 2017-2020 Council Member, Education Committee (2019-current)
- I serve internationally:
  - Assistant Editor: Anatomical Sciences Education
  - [Lead: International Program for Anatomical Education](#)
  - [Developing an International Community of Anatomy Educators](#)
- I am active in scholarship of learning and teaching and dissemination of practice
  - [Scholarship in Learning and Teaching Publications](#)
  - Delivering multiple workshops and lectures
    - [Supporting Student Wellbeing: The Care Factor: Foundations and practice of supporting student success and wellbeing](#)