



## CITATIONS NOMINATION FORM

Individual nomination    Team nomination   Tick () one box

Carrick ID  (Carrick use only)
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### Contact details (for nominee or one team representative)

Title	Mr	
First and last name	Brett Van Heekeren	
School/ department/ faculty	School of Communication, Faculty of Arts	
Institution	Charles Sturt University	
Postal address	Panorama Ave, Bathurst, 2795	
Email address	<a href="mailto:bvanheekeren@csu.edu.au">bvanheekeren@csu.edu.au</a>	
Telephone	63384548	
Position (eg level C academic)	Academic Level B	
Staff type (tick ( <input checked="" type="checkbox"/> ) one box)	<input checked="" type="checkbox"/> Academic staff	<input type="checkbox"/> General staff
Gender (tick ( <input checked="" type="checkbox"/> ) one box)	<input type="checkbox"/> Female	<input checked="" type="checkbox"/> Male

### For team nominations

List names of other team members (maximum of four)

Title	First and last	Gender (F/M) *	Staff type (A/G) *

\* Use one of the following, as appropriate:   F = Female   G = General Staff  
M = Male   A = Academic Staff

**OR**

Team may be any size, but if more than five members a team name must be used

Team name	
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**AND**

List numbers of team members, including all team members previously mentioned

	Female	Male	Total
<b>Academic Staff</b>			
<b>General Staff</b>			

## Citation wording

Describe the distinctive contribution of the nominee/s – maximum 25 words

For sustained innovation and dedication to university teaching using situated learning strategies to enhance learning and produce significant graduate outcomes in radio and advertising

## Selection criteria

Nominate one or more selection criteria for assessment, as appropriate for your particular contribution. Note that the number of criteria nominated does not, in itself, affect assessment of the nomination

Tick (✓) box	
✓	1. Approaches to learning and teaching that support, influence, motivate and inspire students to learn
	2. Development of curricula, resources and services that reflect a command of the field
	3. Approaches to assessment, feedback and learning support that foster independent learning
	4. Respect and support for the development of students as individuals
	5. Scholarly activities and service innovations that have influenced and enhanced learning and teaching

## Nominees' declaration

I/We (print name of nominee or team representative) Brett Van Heekeren.. accept nomination for a Citation for Outstanding Contributions to Student Learning

Signature 	Date 11/04/08
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## Checklist (for local submission of nomination)

Nomination submitted to Institutional Selection Committee must include:

	Tick (✓) box
Completed and signed Nomination Form (1 original and 9 copies)	✓
Written statement, as described in <i>Guidelines</i> and including citation wording and discussion in line with one or more selection criteria (1 original and 9 copies)	✓
Two references, as specified in <i>Guidelines</i> (1 original and 9 copies)	✓
<i>Each copy should form a complete submission, including nomination forms, written statement and two references</i>	
<i>Submissions must be corner stapled and unbound</i>	

This page to be provided by the Institutional Selection Committee or the Institutional Contact Officer for all endorsed nominations

### Vice-Chancellor/ Chief Executive Officer's Declaration

On behalf of this institution, I support this nomination on the basis of the attached application. This institution undertakes to support this nominee/s in activities to disseminate good practice in learning and teaching. I confirm that the information above is true and correct and the nominee/s referred to on this form is/are currently a staff member or associate of this institution			
Name (print)	Professor Ian Goulter		
Signature			
Institution	Charles Sturt University	Date	

### Institutional Contact Officer

Name (print)	Dr Derek Sequeira
Job title	Manager, Evaluation Unit, Centre for Enhancing Learning and Teaching
Email address	<a href="mailto:dsequeira@csu.edu.au">dsequeira@csu.edu.au</a>
Telephone	(02)60519416

### Checklist: Institutional Contact Officer

Tick (✓)  
box

Each nomination submitted to the Carrick Institute must include:

Completed and signed Nomination Form (1 original and 9 copies)	✓
Written statement, as described in <i>Guidelines</i> and including citations wording and discussion in line with one or more of the selection criteria (1 original and 9 copies)	✓
Two references, as specified in <i>Guidelines</i> (1 original and 9 copies)	✓
<i>10 Citations Nomination Summary forms must be submitted (1 original and 9 copies)</i>	
<i>Institutions must submit <b>ten identical bundles</b>, each forming a <b>complete Institutional submission</b>. Each bundle should include Citation Nomination Summary and ranked nominations, in order (1-10)</i>	
<i><b>No additional supporting materials</b> provided by the nominee to the Institutional Selection Committee are to be sent to the Carrick Institute</i>	

## **1. Proposed citation**

*For sustained innovation and dedication to university teaching using situated learning strategies to enhance learning and produce significant graduate outcomes in radio and advertising*

## **2. Overview of contribution and specific context for this contribution**

Over ten years ago I stepped out of the world of ‘professional practice’ in media communication into the world of academia. I was well equipped for the change as I carried in my briefcase a logical and effective strategy for teaching – situated learning. It is a pedagogy that I wear like my favourite pair of shoes, adaptable for all disciplines that I teach in, flexible for all teaching and learning objectives, and effective because it prepares my students for the industries that I know so well. Working in a ‘University for the Professions’ is the perfect environment for an enthusiastic innovative and industry-focused teacher and one who advocates situated learning and Work Integrated Learning (WIL) strategies. My strategies within this frame are diverse (from podcasting to industry partnered projects) and have proven to be successful in enhancing student learning, in preparing students for their respective industries, and achieving significant graduate outcomes. These strategies along with my own personal qualities as an innovative educator are evident through my work with undergraduate students in the field of Communication and my strong links with industry partners. I have developed courses and programs in partnership with industry bodies (Commercial Radio Australia, Media Federation of Australia) and industry organizations (radio stations and advertising agencies) that have led to ongoing relationships between these organisations and the University. I have developed my own model of situated learning (based on Lave and Wenger’s 1991 notion of Legitimate Peripheral Participation) and presented case studies of this model to University, national and international conferences and forums. In 1999 I established the School of Communication’s student advertising agency (which was later branded as Kajulu Communication), a unique situated learning environment which has now developed (under the direction of my colleagues) into a ‘world’s best practice’ learning environment. In 1999 I was the student advisor for the first Charles Sturt University (CSU) International Advertising Association (IAA) InterAd World Champion team.

## **3. Statement addressing the criteria**

### **1. Approaches to teaching and (to) learning support that influence, motivate and inspire students to learn**

I have taught at Charles Sturt University for over 10 years and in that time I have developed, coordinated and taught courses in the discipline of Communication, more specifically Advertising and Commercial Radio, at the undergraduate level in both face-to-face and DE (virtual) modes. In that time and in those environments I have sustained a situated learning approach to teaching.

I certainly believe that students come to my courses to prepare themselves for the workplace, in fact they see our School as their ‘entrée to industry’. So I have used every teaching opportunity to engage the student with their ‘field’, to learn in ‘real world’ situations. This authentic ‘connectedness to the real world’ (Newman & Wehlage, 1993) is a key influence on my teaching strategies and graduate outcomes. I have embraced the pedagogical frames of authentic problem-based assessment (Collins, Brown & Hollum, 1991), cognitive apprenticeship (Lave & Wenger 1991, Collins Brown & Duguid 1989), communities of practice (Wenger 1998), legitimate peripheral participation (Lave & Wenger, 1991), and situated learning (Lave & Wenger, 1991) to inform my teaching programs.

### **Real world approaches to teaching advertising**

In the discipline of Advertising I have designed and taught the subjects ADV203 Principles of Advertising, ADV204 Advertising Media, ADV205 Advertising Creative and ADV211 Advertising Copywriting. To make the curriculum ‘relevant’ I have created authentic assessment activities that link industry partners with the activities and replicate ‘what happens in the business’.

### **ADV203 Principles of Advertising: Giving students a taste of the real world**

The major assessment for ADV203 is based on a real ‘client brief’ issued by an industry partner (an advertising agency). The students use this brief to work their way through the subject objectives and

ultimately present their work to the client. I have adopted this approach to the subject for the past 10 years. An example, in 2007 we worked with Sydney agency The Campaign Palace on a brief for their client Cancer Council. My role was to engage the industry partner, brief the students, mentor the cohort through the project and set up the client presentation (or pitch as it is known in the industry). In 2007 our industry offered the following feedback:

- ◆ *I want to commend Brett on a number of scores. Firstly, for ensuring the students got a real world challenge (when its so easy in academic life to trot out a text book case). Secondly, for getting the students into syndicates and providing a good approximation of the way they will actually work after they graduate. Thirdly, for pushing and stretching them in search of excellence and fourthly, for providing us with a good look at the talent available. On every dimension, I feel he went beyond the call in the interest of his students.* (Mark Sareff, National Planning Director, The Campaign Palace, 2007)

The student reflections, as obtained from university online student evaluations confirmed the effectiveness of this learning strategy:

- ◆ *Loved the project...aroused relative learning...*
- ◆ *Presenting to the actual clients for the skin cancer campaign made it all seem so worthwhile and real...*
- ◆ *The major assignment was a great learning tool and provided me with a great understanding of how advertising actually works...*

As stated this is a model I have implemented across the ten years of my teaching at CSU and therefore have a history of identical feedback from students spanning that time. This is an authentic assessment model that I have also applied to most of the subjects I teach and in all cases students reflect on the value of the 'real' learning experience.

### **ADV205 Advertising Creative: Innovation in developing communities of practice online.**

In ADV205 I developed a unique online community of practice by delivering subjects via podcasting. By taking advantage of the intimate nature of podcasting I was able to enhance the students learning and 'personally' share with them the real world experiences of being an advertising 'creative'. By adopting the radio technique of the 'explained voice'(Campbell, 2005) I was not only able to provide the control and flexibility advantages of podcasting but more importantly build a closer working relationship with my students. Students subscribe to my podcasts (which are framed as their own personal radio show) to obtain their weekly topics and weekly 'briefs' (again these briefs were industry sourced and therefore 'real'). The resulting experience clearly had a profound effect on the students - as reflected in subject focus groups I conducted.

- ◆ *It was quite personal. It was just you talking to us, it was just like a conversation*
- ◆ *It was set up like a radio show, the music, the voices, like a talk show or something. That kind of thing stays in my brain a bit better than all the information you get in a class.*
- ◆ *It's just like radio...you can do it and engage with it while you're doing other things*
- ◆ *It's like having a one-on-one with your teacher every week*

On campus student online evaluations also reinforced the focus group findings (2007 evaluations):

- ◆ *I really liked the podcast aspect of this subject... Brett always seemed so interested in what he was teaching and therefore made me want to learn*
- ◆ *The podcasts were a great idea. I felt this was a more practical way for me to learn.*
- ◆ *The podcasts were an insightful way to learn.*
- ◆ *Podcasts and lecture slides online... these were great!*

### **Bringing the radio industry to life**

My greatest success as an exponent of situated learning has been my work in the re-development of the BA Communication – Commercial Radio degree program. The course is a three-year undergraduate program designed in partnership with the industry body Commercial Radio Australia (CRA) to educate and train students who want to make a career in the promotional/ business communication areas of commercial radio. I assumed management of this course in 2004 after a previous incarnation of the course failed to meet the expectations of the industry partner.

My approach to this program has been to apply the curriculum principles of 'situated cognition' to graduate students with usable skills as well as broader theoretical knowledge. This situated cognition approach obviously dictated that students would need to acquire and develop cognitive skills through ongoing participation within a (relevant) community (Brown et al., 1989; Lave & Wenger, 1991). The structure of this model has been given my own twist in that it required the students to experience this community of practice gradually. This approach was in line with Lave and Wenger's (1991) notion of 'legitimate peripheral participation'. From the first year of the course students engage with their 'community of practice' (CoP) on successively deeper levels. These levels I describe as induction, observation, cooperation and participation.

- ◆ **Induction** – Within the first weeks of their course students are given a formal induction to the industry. This program is delivered by the industry body (CRA). Students are taken on site tours of stations to be introduced to the roles, functions and duties of particular 'professionals' in the industry. Students are introduced to 'domain knowledge' in this first engagement with industry experts.
- ◆ In the **Observation** stage students experience 'coaching' by spending an allocated period in departments of their industry where they observe, carry out tasks and receive feedback from industry 'experts'.
- ◆ In the **Cooperation** stage students progress to working in partnership with industry 'experts' on a client-based project. In this 'scaffolding' environment the industry 'experts' provide help to the students to carry out this authentic problem-based task. At this stage students are engaging with their CoP at a much deeper level using industry artifacts, tools and language in a 'situated' environment.
- ◆ In the final semester of their course students experience the **Participation** stage of the program. Students are allocated a station where they undertake a 3 month internship. This 'exploration' stage involves pushing students into a mode of problem-solving on their own. By this time the students are well and truly enculturated into their community of practice and can already identify a number of the professional and social attributes of their industry workplaces.

The students' ability to participate in their industry is evident in their weekly internship reporting process:

- ◆ *It was good to be entrusted a degree of responsibility. You get a sense that they trust you and can be relied on.* (Collette, intern at Regional Radioworks, week 3)
- ◆ *We are really starting to feel a part of the team and that we are really starting to find our position in the workplace environment. This is due to the fact that we are starting to have our own responsibilities and jobs that we can complete without any questions* (Eliza, intern at Regional Radioworks, week 3)

The results of this program have been outstanding. A Graduate Survey I conducted at the beginning of 2008 reported that in that time 88% of graduates have been offered employment in their industry in the period 2003 - 2008 and that 60% are still working in commercial radio (the 20+% no longer in the industry have mostly been head-hunted by related industries). This level of employment and retention is a clear indicator of the success of this practice-based approach to teaching.

Comments from supervisors who have experienced CSU interns from my courses over the last two years:

- ◆ *You realise these people are smart, educated and have a lot to offer and once you get to know them you can entrust them with a high level of responsibility* (Paul Bowde, Marketing and Sponsorship Manager, 2UE, 2004)
- ◆ *The students spend a number of hours working with us. All of them grow from the experience so the time in the station takes their learning to a new level* (Phil Cole, General Manager, Bathurst Broadcasters, 2005)
- ◆ *By the time she gets to us its clear she understands radio* (Coral Davidson, ARN, 2005)
- ◆ *Thank you to Charles Sturt University for our involvement in your internship program and congratulations on producing such a high quality output of students* (Cassie Waters, Promotions and Marketing Manager, 104.5 STAR FM, Central Coast, 2007)

**4. Ways in which the contribution has influenced student learning and/or the overall student experience, been sustained over time, been recognised by fellow staff, the institution and/or the broader community**

Proof of the success of my strategies is clearly evident in the high graduate employment figures emerging from my graduate survey work, through the industry acknowledgement of my work and in what the students have said about their learning experience. In CSU online subject evaluations on the question of *'I found this subject stimulated my learning'* I have consistently scored above the School mean in all subjects that I teach.

Subject	2006 Subject Mean (School Mean)	2007 Subject Mean (School Mean)
ADV203	5.76 (5.25)	5.57 (5.44)
ADV205	6.44 (5.25)	6.00 (5.44)
ADV205DE	5.80 (5.42)	6.75 (5.52)
COM337	7.00 (5.35)	6.00 (5.12)

Scale: 1 = Strongly disagree to 7 = Strongly agree.

Acknowledgement of my work in practice-based or situated learning include:

- ◆ 2002 recipient of the International Advertising Association's International Teaching Excellence Award for my work with advertising students;
- ◆ 2000 CSU Internal Students Association Award for Internationalisation of the Curriculum;
- ◆ 2007/8 recipient of a CSU Teaching and Learning Scholarship;
- ◆ 2008 recipient of a CSU Education For Practice Institute Teaching Fellowship.

In all cases my work in practice-based or situated learning curriculum development formed the basis of these awards.

My final endorsements come from a) a graduate who with the luxury of experience behind her was able to make this reflection on my teaching practice and b) the Director of Communications of the International Advertising Association, New York. The comments date from 2001 to 2008 and serve to support my claim for sustained innovation and dedication to practice-based university teaching.

*There were many lecturers that I interacted with throughout my time at university, however Brett Van Heekeren proved to be the exception. Brett prompted and challenged his students to extend their knowledge and push past their limits. Brett certainly helped my journey into the professional sphere of advertising and in doing so became a friend as well as a teacher.*

(Caroline Ghatt, Director, Enthuze, Sydney, 2008)

*Brett, I have had the opportunity to meet a number of your current and past students and I am constantly impressed by how polished and refreshingly real they are. They are well-prepared, intelligent, and ready to work – all of those qualities bear witness to the guidance of a top-notch teacher.* (Pamela Yaeger, Director of Communications, International Advertising Association, 2001)

# CHARLES STURT UNIVERSITY



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FACULTY OF ARTS  
School of Communication

## Reference in support of Citation for "Outstanding Contribution to Student Learning" from Head of School of Communication

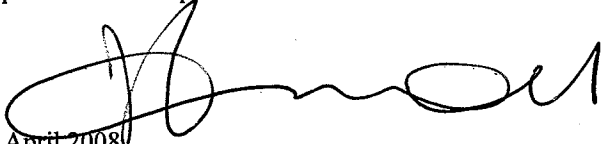
I am pleased to be able to write in support of Brett Van Heekeren for a Citation for Outstanding Contribution to Student Learning under the Carrick Award Scheme. I have been a colleague and associate of Brett for over ten years and followed his career as a highly successful academic and an outstanding teacher. He has developed a range of technologically innovative teaching approaches that have influenced and motivated successive cohorts of students. In that time among other projects he has carried out the design of a major research, teaching and curriculum project based on problem-based learning and assessment through a Communities of Practice approach. I have also been in regular contact with him through his partnerships with professional industry bodies such as Commercial Radio Australia and The Media Federation of Australia and am aware of the high regard he is held in by those organizations.

Brett's research and scholarship are well known to me, as is his outstanding work in the field of advertising and commercial radio. I am also very familiar with the evolution of his research into social media communication especially podcasting, an important and innovative area of teaching innovation largely uncharted by scholars so far. The development of the BA Communication- Commercial Radio exemplifies Brett's creative and insightful approach to applied research and scholarly innovation. The project brings together research from several established areas of communication scholarship to develop understanding of the dynamic interaction that occurs with online communities of practice. The findings will be applicable to the effective training of radio and advertising professionals, and will launch future approaches to teaching in the field.

Brett has established considerable stature and recognition in practice based and situated learning as his range of awards in teaching excellence from international and national bodies attest. His recent award of an Education for Practice Institute Teaching Fellowship in 2008 emphasise him as a highly respected academic and researcher in our School of Communication.

He works effectively across a range of scholarly activities and is committed to a rigorous learning support approach in all his teaching. He has an ability to maintain contact with a diverse group of people and the administrative ability to make sure that the effective and timely communication of objectives within his teaching is achieved. He is an excellent team worker with an outgoing and welcoming personality that enables him to facilitate group work and cohesion as the many letters and emails of appreciation from students and colleagues show.

In summary Brett Van Heekeren has demonstrated he is an outstanding teacher as well as an innovative highly respected member of our school, he has demonstrated he is able to devise and follow through groundbreaking teaching projects, both practical and academic, to completion. I am happy to recommend Brett for this citation as he demonstrates commitment to high quality student learning and the ability to operate with others in innovative scholarly activities well above any formal requirement or expectation.



11 April 2008

**John Carroll PhD**  
Associate Professor  
Communications Research  
School of Communication  
Charles Sturt University



11 April 2008

**To whom it may concern**

This letter is in support of the Carrick citation application of Brett Van Heekeren, Course Coordinator of our industry-partnered BA Communication-Commercial Radio course.

Since Brett assumed the course management role for this degree program in 2004 he has been willing to listen to, and work with, the industry to make the course one that truly prepares graduates to work across the commercial radio industry – and the media sector in general. It is rare to find an tertiary educator so focussed on real world outcomes for the students and willing to proactively work with industry to improve the relevance and validity of a university course.

One key example of this is Brett's enthusiasm for, development and implementation of a proposal that came from the industry to review and revive the course soon after Brett's appointment – the final year internship scheme.

The final year internship scheme which is heavily supported by our member stations. These long-term final year placements allow students to experience the commercial radio workplace in depth as well as demonstrate their abilities to prospective employers. Data to date suggests that graduate employment rates as a direct result of the internships are outstanding with the majority employed by the stations at which they have been placed immediately after graduation.

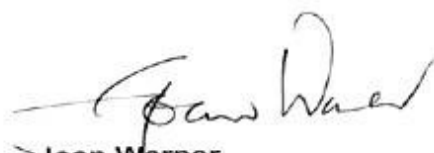
Brett recently provided the industry with a report on rate of graduate placements since 2004 and it was pleasing to see that 88% of those surveyed were employed in the industry with 60% still working in the industry today. This level of employment and retention of CSU Commercial Radio graduates is a testament to the success of the practical curriculum that has been integrated into the course.

Brett has also successfully engaged the support of his local commercial station (Bathurst Broadcasters) who are involved in a range of ongoing projects and workplace experiences with the students prior to the final year internship scheme. These partnered opportunities clearly benefit the students and the station – which has employed many graduates from the course.

Brett, in a short period of time and in close consultation with the commercial radio industry, has transformed the programme from a traditional university management course into a more practical, industry-interactive programme delivering high quality graduates who enter the industry ready to effectively operate in radio stations from day one.

From an industry perspective it is good to find and work with a tertiary educator who is prepared to listen to the industry and work with us to provide high quality, highly employable graduates Brett's preparedness to understand what the industry requires from university graduates and react accordingly provides the basis of what we believe is a successful university industry partnership and I commend Brett for his contribution.

Yours sincerely



**Joan Warner**  
Chief Executive