**Paul Emery – ALTC Citation Award recipient**

**Paul:** In my subject – sport and more specifically management of sport – students come with a passion for the subject. Daily basis they actually read about sport, they develop which then provides a global opportunity for contemporary and contextual knowledge. From my perspective I then bring enthusiasm, an environment of willingness to learn, empathy with students, and I’m always always always trying something new.

This unit then relates to content, delivery, and assessment. Content-wise, given the domestic interest in AFL, Brian Strawney, Collingwood Football Club DVD is often used then for introductions to drugs in sport, how to deal with sport and the media, and many other pertinent issues on the subject.

On the delivery front I introduce alternate learning weeks. These are one-off weeks in all my subjects where I want to try experimenting with teaching. In many cases this has included anything from changing the theme, changing the setting to a virtual classroom, sometimes using no visual aides at all, or even a social inclusion awareness week.

On the assessment front we go away very much from examinations try anything from debates, peer reviews, and in many cases now we’re actually introducing Pebble Pad as a portfolio forum purely then for graduate capabilities.

I also possess high expectations of students. I challenge them then related to interactive, multimedia and work-based problems.

In summary, my goal is to enhance personal learning and meaning from students, whilst at the same time obviously to have some fun. Fun is then created from my own personal English heritage elaborating on Ashes and Olympics to good effect. Where possible I’m then trying to deliver actually on academic as well as employment outcomes. To date this has been very successful.