# Workshop 1: Creating a Teaching Award application thing

SANTPEN, 12 May 2023

10.00-12.00

HEED Consulting
Higher Education Evaluation & Development

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https://www.heedconsulting.com.au/

# Overview

1. Why should you apply for an award?

2. What makes **YOU** stand out?

3. Writing to the criteria

4. Building up your evidence

5. Bringing it all together

# 1 | Why should you apply for an award?

# 2 | What makes YOU stand out?

# What claim do you want to make?

## A six word teaching memoir

What claim are you making in your award application? Tell your story in six words:

*Statistics fun? Always gets a giggle.*
*Building technologies for better student learning.*
*BuDI. Best friend for first years.*
*Reform through education in Indonesian Papua.*
*Sustained excellence in supporting doctoral students.*
*Biomechanics excellence through authentic student engagement.*

And from http://www.sixwordstories.net/:
*Small Fish. Big Pond. Same Expectations. — Charlotte, 3/19/2011*
*Sorry. Bad hair day. Love, Rapunzel - kashika, 3/17/2011*
*Sign on research lab: "Gone. Fission." - BvS, 2/16/2011*

Tilly Hinton: https://www.academia.edu/11123765/Writing_An_Award-Winning_Account_of_Your_Teaching_Practice

# 3 | Writing to the criteria
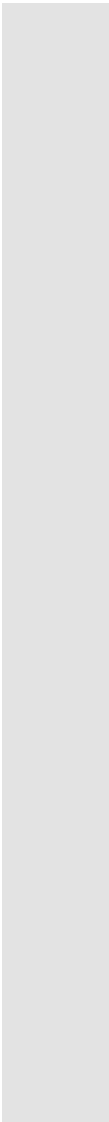
# Teaching Subcategories

1. **Approaches to teaching** and/or the support of learning that influence, motivate and inspire **students to learn**

2. **Development of curricula**, resources or services that reflect a **command** of the field

3. Effective **assessment** practices that bring about **improvements in student learning**, may have a focus on academic integrity or digital solutions, or any assessment strategies that bring about change

4. **Innovation or leadership** that has influenced and enhanced **learning** and teaching and/or student experience

**Teaching** awards – Mash  A ➡ B  Equal weight for each

**Citations** – Choose ONE category, can include elements of others

# What impact have you had on your students… and beyond?

# What have you DONE?

- Think about what you have done (and are doing) to enhance *student learning*

  - Over time
  - Across courses
  - Across year levels
  - Beyond your units

- What have you done that demonstrates more than the quality teaching for which you are expected to do?

For each initiative…

What problems are you addressing?

Why are they significant?

Why does it matter to you?

What makes it innovative?

# Think about…

1. What have you done to provide leadership in L&T?
   - Institution
   - Sector
   - Discipline
   - Inter/national

2. Have you researched HE student experience, L&T?

3. Have you won any teaching grants, awards?

4. Have you mentored and supported colleagues, students?

5. Have you developed special links with the workforce that will benefit your students?

6. Have you linked your achievements as a researcher or practitioner to your teaching?

7. How do you demonstrate your sustained contribution over time?

Anything else?

8. How have you responded to sectoral disruptions (COVID, AI…), how has L&T changed, and what you have learned that you will apply in the future?

# 4 | Building up your evidence

# Peers and colleagues

| | Range of evidence sources that promote student learning/engagement | Have | Level | Need |
|---|---|---|---|---|
| 1 | Observation of classroom/teaching practices<br>face-to-face using observations/video/online | | | |
| 2 | Quality of program and subject content<br>innovation, adoption by others, accreditation review | | | |
| 3 | Teaching and learning strategies<br>adoption by others | | | |
| 4 | Learning materials and resources<br>innovation, adoption by others, accreditation review | | | |
| 5 | Assessment practices<br>innovation, adoption by others, accreditation review | | | |
| 6 | Leadership roles, contributions<br>committees, reviews, boards, mentoring | | | |

# Self Assessment

| | Range of evidence sources that promote student learning/engagement | Have | Over what time | Need |
|---|---|---|---|---|
| 1 | Teaching philosophy | | | |
| 2 | Teaching journal | | | |
| 3 | Self-reflections, analysis & evaluation | | | |
| 4 | Reflective program/subject memo | | | |
| 5 | Responsiveness to feedback (students, peers) | | | |
| 6 | Publications & presentations | | | |
| 7 | Scholarly teaching and scholarship on teaching | | | |
| 8 | Leadership roles, contributions, mentoring | | | |

Chalmers D & Hunt L **Evaluation of Teaching** *HERDSA Review of Higher Education, Vol. 3*
*www.herdsa.org.au/herdsa-review-higher-education-vol-3/25-55*

# Student input

| | Range of evidence sources that promote student learning/engagement | Have | Time | Need |
|---|---|---|---|---|
| 1 | Student perceptions of teaching (student surveys) | | | |
| 2 | Student interviews (focus, nominal groups) | | | |
| 3 | Informal class student feedback | | | |
| 4 | Program or student experience questionnaires | | | |
| 5 | Unsolicited student feedback | | | |
| 6 | Student logs and journals | | | |
| 7 | Online feedback, anonymous | | | |
| 8 | Other | | | |

# Student achievement / learning

| | Range of evidence sources that promote student learning/engagement | Have | Time | Need |
|---|---|---|---|---|
| 1 | Students' self-reported knowledge/ skills gained | | | |
| 2 | Evidence of learning (eg pre- and post-tests) | | | |
| 3 | Rates of attrition, failure, progression, further postgrad study, employment | | | |
| 4 | Evaluation of generic skills/ outcomes/ attributes | | | |
| 5 | Student learning quality - assessment, projects, grades | | | |
| 6 | Learning analytics | | | |
| 7 | Other | | | |

# 5 | Bringing it all together

# It's always about the students and their learning

# Find your voice

- Criterion: Evidence of support for student learning
  - *A particular* <span style="color:red">*problem*</span> *for students is that skills acquisition and demonstration often occurs when they are being assessed.*
  - *I* <span style="color:red">*seek to*</span> *engage students in low-risk learning to build their skills and confidence before the formal assessment takes place.*
  - *Specifically, I provide opportunities for low-risk writing by... In the 1st year course* <span style="color:red">*by*</span>*... In the 3rd year course I change this to .... Student performance during assessment* <span style="color:red">*shows*</span>*...*
  - *Student  satisfaction with assessment has improved by over X from* <span style="color:red">*2016-2021*</span>*..*
  - *This strategy has now been adopted by.. .......................z*

Talk to others, and take advice

Read other applications to see how they substantiate evidence but do NOT copy their style

Write in your own voice

Be authentic

Work with colleagues and seek input, comments

# Starting now

1. **Approaches to teaching** and/or the support of learning that influence, motivate and inspire **students to learn**

2. **Development of curricula**, resources or services that reflect a **command** of the field

3. Effective **assessment** practices that bring about **improvements in student learning**, may have a focus on academic integrity or digital solutions, or any assessment strategies that bring about change

4. **Innovation or leadership** that has influenced and enhanced **learning** and teaching and/or student experience

Pick a subcategory and an initiative for that…

# How to make your claim/ proposition

- Make a statement of your achievement
  - Who you are – what motivates you?
  - Why do you teach the way you do?
  - What and how you teach?
    - sustained over time – include discipline context

- What impact have you had?

- Summary of the evidence you have to support your statement.
  - What is it that students and colleagues say about your teaching/contribution? E.g. student feedback, Peer review, student learning etc.
  - Using more than one source of evidence helps establish a compelling claim.
- Provide an illustrative example to show how this has been carried out, what changes you have made in response to feedback, reflection, and the impact of this.
  - How you know it is effective in facilitating learning?
- This can be repeated for each achievement you wish to highlight under the one criterion
  - Use different examples of teaching if possible e.g. 1st year, 3rd year, postgrad
- Conclude with your leadership contribution for each achievement

# 3 things I am going to do right away!

# Further resources

- AAUT Resources for Nominees
  - https://www.universitiesaustralia.edu.au/policy-submissions/teaching-learning-funding/australian-awards-for-university-teaching/

- AAUT YouTube Channel
  - https://www.youtube.com/results?search_query=AAUT+awards

- Shelley Kinash
  - Creating Winning Applications (Citations)
    - https://aautn.org/wp/wp-content/uploads/2021/06/Creating-winning-applications-Checklist-Handouts-Jun.pdf
    - https://aautn.org/wp/wp-content/uploads/2021/06/Creating-winning-applications-Powerpoint-Slides_compressed.pdf

- Australian University Teaching Criteria and Standards Framework
  - http://uniteachingcriteria.edu.au

- Documenting evidence of good teaching practice; strategies for academic staff.
  - https://www.westernsydney.edu.au/__data/assets/pdf_file/0004/479074/GPGEvidenceofGood_TeachingFINAL.PDF

Contact your Institution's AAUT Contact Officer to identify

Institutional processes

Support available



AUSTRALIAN AWARDS FOR
UNIVERSITY TEACHING

AUSTRALIAN
University Teaching Criteria
& Standards Framework

Framework     Resources     Project     Contact
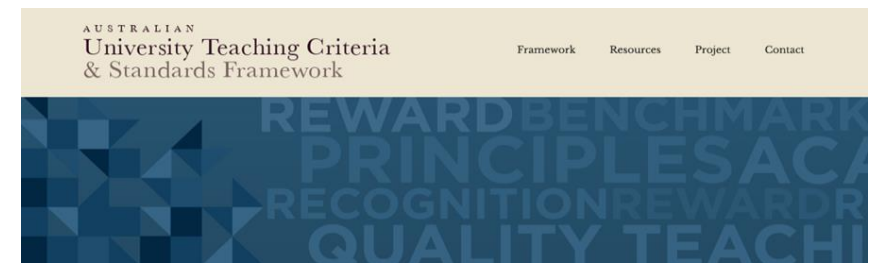
**What is it?**

A framework that provides universities and their academic staff with a practical and flexible guide for clarifying what constitutes quality teaching and how it can be evidenced. Five Western Australian universities led this national project with the explicit aim of recognising the ways in which quality teaching can be identified, supported and ultimately rewarded.

SEE MORE

**Why this website?**

The primary purpose is to enable dissemination of the outcomes of the project, the framework and documents that support its use. The framework itself provides indicative criteria and performance standards that can be adapted by different institutions to suit their own teaching criteria and standards.

SEE MORE

**What does it offer?**

Documents that support the use of the framework, including; instructions on the intended use of the framework, explanation of the principles of quality teaching that underpin the framework, useful guides and resources, and tips and strategies for career planning and collecting evidence, as well as external resources and project information.

SEE MORE

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