Workshop 1: Creating a Teaching Award application thing

SANTPEN, 12 May 2023
10.00-12.00

Denise Chalmers and Mark Israel

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
Why should you apply for an award?
What makes YOU stand out?
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
- 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
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

<table>
<thead>
<tr>
<th>Range of evidence sources that promote student learning/engagement</th>
<th>Have</th>
<th>Level</th>
<th>Need</th>
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</thead>
<tbody>
<tr>
<td>Observation of classroom/teaching practices face-to-face using observations/video/online</td>
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<tr>
<td>Quality of program and subject content innovation, adoption by others, accreditation review</td>
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<tr>
<td>Teaching and learning strategies adoption by others</td>
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<tr>
<td>Learning materials and resources innovation, adoption by others, accreditation review</td>
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<tr>
<td>Assessment practices innovation, adoption by others, accreditation review</td>
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<tr>
<td>Leadership roles, contributions committees, reviews, boards, mentoring</td>
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## Self Assessment

<table>
<thead>
<tr>
<th>Range of evidence sources that promote student learning/engagement</th>
<th>Have</th>
<th>Over what time</th>
<th>Need</th>
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<tbody>
<tr>
<td><strong>1</strong>  Teaching philosophy</td>
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<td><strong>2</strong>  Teaching journal</td>
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<td><strong>3</strong>  Self-reflections, analysis &amp; evaluation</td>
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<td><strong>4</strong>  Reflective program/subject memo</td>
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<td><strong>5</strong>  Responsiveness to feedback (students, peers)</td>
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<td><strong>6</strong>  Publications &amp; presentations</td>
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<td><strong>7</strong>  Scholarly teaching and scholarship on teaching</td>
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<td><strong>8</strong>  Leadership roles, contributions, mentoring</td>
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## Student input

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

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<tr>
<td>1. Students’ self-reported knowledge/ skills gained</td>
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<td>2. Evidence of learning (eg pre- and post-tests)</td>
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<td>3. Rates of attrition, failure, progression, further postgrad study, employment</td>
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<td>4. Evaluation of generic skills/ outcomes/ attributes</td>
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<td>5. Student learning quality - assessment, projects, grades</td>
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<td>6. Learning analytics</td>
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<td>7. Other</td>
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Bringing it all together
It’s always about the students and their learning
Criterion: Evidence of support for student learning

- A particular problem for students is that skills acquisition and demonstration often occurs when they are being assessed.
- I seek to 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 by... In the 3rd year course I change this to .... Student performance during assessment shows...
- Student satisfaction with assessment has improved by over X from 2016-2021..
- This strategy has now been adopted by..

Find your voice

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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

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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

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

- Shelley Kinash
  - Creating Winning Applications (Citations)

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