UTAS Awards Workshop 2014

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A plan for today:

- Welcome and congrats 😊

  - Today’s session will:
    - a) be an information workshop; and
    - b) provide hot tips for writing an award application.

  - It will help you begin to:
    - identify a relevant award category;
    - think about a focus for your award application; and
    - consider forms of evidence you may have or need to collect.
Amendments and notes:

- UTAS awards programs for 2015 – under review
- Office for Learning and Teaching Awards – changes to guidelines expected
The UTAS Awards Pathway*

Writing an award application is a developmental process intended to encourage reflection, develop practice, enhance skills and broaden your understanding and scholarship of learning and teaching.

* Any award can be individual or team-based.
Teaching Merit Certificates

• Faculty based – whole-of-institution moderation
• Maximum of 3 awarded per person (including team awards).
• Aimed at sessional and new teaching staff
• Complete the TMC application form
  • If applying for 2\textsuperscript{nd}/3\textsuperscript{rd} TMC, include professional learning plan. Up to one page, documenting activities and evidence to be carried out/collected before next TMC (or VC’s Citation).
• Nominate a focus area (i.e. assessment, student support, scholarship)
• Support statement from unit coordinator or peer – validating claims and evidence provided in your application

• 30\textsuperscript{th} January, TMC applications due (electronically) to TILT.

Citations for Outstanding Contribution to Student Learning

- Up to 8 awarded; $1,000 each
- Available to academic and professional staff
- 4 sub-categories:
  a) Individual
  b) Team
  c) Early Career Academic
  d) Professional Staff
- Applicant(s) provides
  - 4 page written statement outlining philosophy, context and evidence against one of criteria below
  - 2 references (one from HOS)
  - 25 word citation (highlighting the focus area of the application)

Vice Chancellors Award for Programs that Enhance Learning

- Maximum of 2 VC’s Program Awards; $5,000 each
- Available to academic and professional staff
- Program applications must select one of the following seven categories under which to apply:
  - Widening participation
  - Educational partnerships and collaborations with other organisations
  - The first-year experience
  - Flexible learning and teaching
  - Innovation in curricula, learning and teaching
  - Postgraduate education
  - Services supporting student learning
- Applicant(s) provides
  - 10 page written statement providing evidence against all selection criteria:
    - Distinctiveness, coherence and clarity of purpose
    - Influence on student learning and student engagement
    - Breadth of impact
    - Concern for equity and diversity
  - 2 of the following Supporting Teaching Materials (10 printed pages; a website or a CD).
  - 2 References (one from HOS)

Vice Chancellor’s Award for Teaching Excellence

• Up to 2 awarded; $10k team/$5k individuals.
• Available to academic staff only
• 3 sub-categories
  ◦ a) Team Teaching Excellence Award
  ◦ b) Individual
  ◦ c) Individual (New Academic Staff)

• Applicant(s) provides
  • 10 page written statement providing evidence against all selection criteria from VC’s Citation
  • Supporting Teaching Materials
  • 2 References (one from HOS)
  • Current CV

Vice Chancellor’s Commendation for Sustained Commitment to Teaching Excellence (under review)

- Available to academic staff only
- Eligible 5 years post award of a TEA
- Need to show sustained progress in TEA categories

Where you can go for extra help

• **First contact** support : Emily Cole
  Awards.Grants@utas.edu.au or 3740

• **Peer Learning Circles** — call in Jan/Feb 2015

• **Website** support (all guidelines, eligibility criteria and forms are online PLUS resources such as: What makes a good TMC?).

  (UTAS/OLT citation awards and onwards only)

• **Peer Professional Learning Program for Awards**
  (Feb – June each year – see our website for details; register early!)

• **Peer Review Panel** — applicants can have up to 2 drafts blind reviewed with feedback provided (drafts due to TILT by April).
Important Dates

- Teaching Award Nominations open in May, close end Oct
- Nominees notified Nov
- AGF Team holds info workshop Nov
- PPLP *for Awards* sign-ups open Dec for Feb start
- Teaching Merit Certificates due end of Jan
- VC’s Awards due June
Hot Tips for Writing Award Applications

Move into groups:

• Teaching Merit Certificates
• Citations
• Programs
• Teaching Excellence/Commendations
The realities of writing an award application – think about: time, process of reflexivity, planning, writing style.
The focus of excellence informs the entire application.

The focus is developed and sustained by addressing the selection criteria.

The focus is supported by evidence related to claims addressing the selection criteria.
Developing a focus or theme for your application helps you to tell ‘your story’. Note a response to the following question: (2 minutes)

What it is about your teaching approach, strategy or other practice that has the greatest impact on students and their learning?
Your application needs to include evidence which substantiates your claims for commendable practice. Note a response to the following question: (2 minutes)

What evidence do I have which demonstrates the quality of my teaching and can substantiate the claims I am making?

- Is the evidence appropriate for the award category?
- Is the evidence appropriate for the chosen selection criteria?
- Does the evidence substantiate the claims made?
- How should the evidence be presented (i.e. eVALUate data)?
- Successful applications use a combination of evidences - the breadth and depth of evidence is imperative.
The ‘evidence grid’

Smith (2008): 4Q Model for Evaluating Learning and Teaching

- Peers
- Self
- Student Feedback
- Student Learning
The ‘evidence grid’: Peers

- Classroom performance (peer review)
- Course materials and content
- Assessment practices
- Scholarship of teaching and publications
- Management of teaching
- Learning and teaching strategies
- Leadership roles
- Levels of peers – senior, supervisor, reviewers, colleagues etc.
- Industry and professional associations
The ‘evidence grid’: Self

- Teaching journal
- Teaching philosophy
- Self reflections, analysis and evaluation
- Reflective course memo
- Responsiveness to student feedback
- Publications
- Leadership roles
The ‘evidence grid’: Student Reactions

- Student evaluation processes
- Student interviews
- Informal class student feedback
- Course experience questionnaires
- Unsolicited (and solicited) student feedback
- Student logs and journals
- Online feedback
The ‘evidence grid’: Student Learning

- Students’ self reported knowledge/skills
- Rates of attrition/failure progression to honours/postgraduate
- Course identification and evaluation of generic attributes
- Student work (assessments, theses, projects)
- Employer/workplace feedback
- Graduate feedback
• Activity resources
FRAMING

On the form, start to unpack and record responses against the following points (5-7 minutes), and then present and discuss your ideas as a group.

- Identify a focus for your application
  - (i.e. what is commendable about your practice and why is it commendable?)

- What is the context of your teaching?
  - i.e. tell your ‘teaching’ story and keep it relevant to the focus area of your application.
  - What is your teaching philosophy and how does it relate to your focus area? (why and how you do what you do)?

- What evidence do you have which tells you your practice is commendable?
  - How/Why do you know that your practice is commendable? What different types of evidence do you have to substantiate your claims? These must also relate to the focus of your application.

For example, you are inspired to be an inclusive practitioner because you believe that all student abilities should be catered for (teaching philosophy) and have implemented inclusive practice principles (teaching practice) to address ‘first in family’ student cohort characteristics of your unit (teaching challenge). You have examples (evidence) of your own professional learning in this area/student feedback/feedback from relevant staff in the student centre and a publication in the area of ‘alternative assessment’.
Writing an award application: Focus

Some questions to help you determine your focus

- What are you most proud of in your teaching?
- How do you teach? Why do you do it that way? What skills do you teach?
- How do you motivate students? How do you inspire them to learn? How do you know that they are learning?
- How do you assess your students? What do you assess?
- In what ways do you encourage them to become independent learners?
- In what ways do you respect students as individuals?
- How do you encourage students individually to develop to their full potential?
- Have you ever written/presented/shared about learning/teaching?
- Have you made any contributions to learning/teaching in your field/discipline/school/faculty/the University?
- What are some/one key challenge(s) you have faced as a tertiary teacher and how have you attempted to overcome it/them?
- What legacy has/will your style of teaching leave for your students?
- Do you have any educational 'heroes', if so, who are they and why? How do you use their approach or philosophy to inform your own teaching?
A quick word about SoTL

- Grounds your practice in theory
- Establishes and validates your teaching philosophy
- Establishes and validates your teaching pedagogy

SoTL is the ‘methodology’ through which you justify your good practice.

Some key readings for you to consider:


Useful SoTL journals

- Journal of University Teaching and Learning Practice
- Innovations in Education and Teaching International
- Assessment and Evaluation in Higher Education
- The International Journal of the First Year in Higher Education
- Teaching in Higher Education
- Journal of Learning Design
- International Journal for the Scholarship of Teaching and Learning
- International Journal of Teaching in Higher Education
- Journal of Online Learning and Teaching
- Studies in Higher Education
- Journal of Computer Assisted Learning
- Assessing Writing
- Reflective Practice: International and Multidisciplinary Perspectives

Useful SoTL Websites

- [http://www.issotl.org/SOTL.html](http://www.issotl.org/SOTL.html) International Society for the Scholarship of Teaching and Learning
- [http://www.heacademy.ac.uk/home](http://www.heacademy.ac.uk/home) The Higher Education Academy. See resources section
- [http://www.sotl.ilstu.edu/](http://www.sotl.ilstu.edu/) Carnegie academy for the scholarship of teaching and learning
• Activity resources
Discuss as a group and make notes on the butcher’s paper about:

1. What **excellence** might be? Is it the same as good practice? Should a citation be about excellence or core business?

2. What the **criteria** are asking you to do – how could you unpack/interpret them?
   - How might you interpret them to align with the focus of your own application?

3. List some examples of your practice, and **possible evidence**, that would substantiate a claim for excellence against the criterion?
Framing your focus: Addressing selection criteria or providing a context

- Selection criteria need to be interrogated – what are they asking of you?
- Select the one(s) that best matches your chosen focus.
- Write to the criterion you choose, but don’t write for it – retain your own voice and tell your own story – keep your focus.
- Use key examples and ensure they directly relate to the criterion that you have selected.
- Keep focused – (about excellence or commendable practice) – not core business.

Selection Criteria
1) Approaches to the support of learning and teaching that 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
Some questions to help you determine your focus

- What are you most proud of in your teaching?
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- How do you assess your students? What do you assess?
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Additional selection criteria considered by the selection committee

Citations for Outstanding Contributions to Student Learning

- the extent to which the applicant(s) has influenced student learning, student engagement and/or the overall student experience;
- the extent to which the applicant(s) has gained recognition from fellow staff, the institution, and/or the broader community; and
- the extent to which the described practice is outstanding and has been sustained over time.

VC’s Program Awards

- the extent to which the application gives clear evidence of the effectiveness of the program in formal and informal evaluation
- the degree of creativity, imagination or innovation of the application
- the extent to which the application demonstrates evidence of the sustained effectiveness of the program over time.

VC’s Teaching Excellence and Sustained Commitment Awards

- the extent to which the claims for excellence are supported by formal and informal evaluation;
- the extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments; and
- the extent to which the application demonstrates evidence of sustained effectiveness over time.
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- [http://www.sotl.ilstu.edu/](http://www.sotl.ilstu.edu/) Carnegie academy for the scholarship of teaching and learning