### Approaches to the support of learning and teaching that influence, motivate and inspire students to learn

<table>
<thead>
<tr>
<th>Peers</th>
<th>Student Reactions</th>
<th>Student Learning</th>
<th>Self-Reflection</th>
</tr>
</thead>
</table>
| • Positive peer^1 feedback on:  
  o classroom teaching or other teaching approaches  
  o teamwork with colleagues  
  o innovations  
  o how well prepared students are for graduate studies  
  o management of teaching  
  o targeted mentoring & leadership of others  
| • Externally derived student evaluation^2 of teaching data providing ratings of overall teaching effectiveness through formal surveys, e.g.  
  o SFU & SFT results - quantitative & qualitative  
  o Course Experience Questionnaire (CEQ)  
  o focus groups  
  o student interviews during &/or after completion of a unit or course  
  o feedback from graduates  
| • Outcomes of student learning:  
  o grades  
  o scores or performance results on local or standardised tests or other major assessments  
  o examiners' reports  
| • Teaching philosophy, e.g.  
  o a personal statement of your commitment to learning & teaching  
  o an explanation of what you try to achieve in your teaching & a description of how you go about achieving it (e.g. experiential learning, a problem solving approach, constructivist approach)  
  o implementation of key references, research, methodologies or theories on improving teaching  
| • Statements about teaching achievements from senior colleagues at UWS or other institutions  
| • Evaluations of contributions to course development & improvement  
| • Honours or public recognition of excellence, e.g.  
  o prizes &/or distinguished teacher awards received  
  o election to a committee on teaching  
  o refereed regional, state, national &/or international conference presentations  
  o refereed regional, state, national &/or international publications  
  o textbook or other published teaching-learning materials  
  o features in broadcast media  
| • Unstructured & unsolicited written evaluations by students, including letters received after a unit or course has been completed  
| • Informal class student feedback  
| • Identification & evaluation of student generic skills/ outcomes/ attributes  
| • Teaching philosophy, e.g.  
  o List of important teaching-learning materials prepared  
  o Examples from your teaching demonstrating your exploration & implementation of the research-teaching nexus  
  o List of publications & details of your research in the field  
  o Details of your relationships with other experts in the field  
| • Scholarships of Teaching, e.g.  
  o journal reviews  
  o unsolicited conference feedback  
  o invitations to contribute to the teaching & learning literature  
| • Written comments from students or student committees relating to the evaluation of teaching  
| • Student logs & journals  
| • Improvements in achieving key performance indicators, e.g.  
  o retention / attrition rates  
  o rates of progression to honours/postgraduate courses  
  o failure rates  
  o student employment  
  o a record of students who elect & succeed in advanced courses of study in the field  
| • List & description of important teaching-learning materials prepared  
| • Invitations to:  
  o disseminate outcomes of initiatives to colleagues within or beyond the teaching team, School, College or UWS  
  o speak to or teach for outside agencies  
| • On-line feedback  
| • Course evaluation results  
| • Student self-reported knowledge or skills gained  
| • An overview of the ways that you keep up to date with recent developments in learning & teaching  
| • Documented reports of satisfaction with out-of-class contacts with you  
| • Student work, e.g.  
  o theses  
  o projects  
  o essays  
  o fieldwork reports  
  o laboratory workbooks  
  o creative work  
  o publications on course-related work  
  o examples of innovative work done by students as a result of your approach  
  o other assessment tasks  
| • Student learning difficulties with student learning, blended learning etc)  
| • Identifications & evaluations of student performance & achievements  
| • Current & recent teaching responsibilities & practices, e.g.  
  o participation in course planning & development  
  o list of unit & course titles, levels & enrolments  
  o how you have tried new ideas  
  o how you have provided a balance of activities for students (e.g., between creativity, problem solving, theory & skills development)  
  o steps taken to emphasise the interconnectedness & relevance of the different kinds of learning  
  o how you motivated students to explore & engage with subject areas  
  o how you use a range of technologies & why they are relevant & important (e.g. e-learning, blended learning etc)  
| • Adjustments & actions taken to address student learning difficulties with  
  o what you did to obtain feedback so that you could develop & adjust your teaching

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1 Suggestions for the types of activities and forms of evidence that may be relevant to the five criteria of Citations for Outstanding Contribution to Student Learning or a Teaching Excellence Award
2 From colleagues who have observed your teaching as members of a team or as independent observers; who teach other sections of the same unit or course; who teach a particular unit for which your unit is a prerequisite; or to whom you have given help on teaching improvement.
3 Obtain feedback from whole student cohort or group (rather than selected individual testimonials) or other recipients of initiatives supporting claims of positive outcomes.

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2010 evidence to support a Teaching Award submission
30/11/2010
The approaches to the support of learning and teaching that influence, motivate and inspire students to learn (cont’d):

<table>
<thead>
<tr>
<th>Peers</th>
<th>Student Reactions</th>
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<th>Self-Reflection</th>
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</thead>
</table>
| • Other kinds of invitations based on your reputation as a teacher (e.g. a media interview on a successful teaching innovation) | • Feedback from:  
  o colleagues on student learning or achievement  
  o clinical or field experience supervisors on student learning & achievement  
  o employers of students | • Teaching innovations undertaken & evaluations of their effectiveness, e.g.  
  o documentary materials produced as part of an initiative  
  o examples & review of teaching-learning materials & activities designed & implemented to motivate, inspire & encourage learning in students  
  o innovations to support the teaching staff on your course | • Teaching journal  
• Reflective course memo |
| • Unit/Course materials exchanged with a colleague from another institution | • Approaches to study questionnaire  
• Comparisons of experience, results, etc. between pre-intervention & post-intervention  
• Evidence of effective supervision of research students (Honours, Masters or PhD).  
• Documentary evidence of the influences of teaching on student career choice &/or success. | • Self-reflections, analysis & evaluations, e.g.  
  o methods used to evaluate & reflections on improving your teaching  
  o details of how you developed & continue to revise a subject/unit/course on your own initiative, including an explanation of how you identified the need for development & revision  
  o details of how you sought student feedback, aside from the evaluations associated with the formal teaching evaluation process  
  o how you have responded to feedback  
  o record of the changes resulting from self-evaluation | • Contributions to professional journals on teaching, your unit, or teaching in general |
| • Participation in seminars, conferences, workshops & professional meetings intended to improve teaching | • Evidence of help given to colleagues on teaching improvement  
• Evidence of uptake by others of initiatives or approaches  
• Requests for or acknowledgment of advice received by a committee on teaching or similar body  
• Individual testimonials from staff, community members etc | • Research conducted into your own teaching or unit, e.g.  
  o how you apply research findings to develop your teaching practice | • Participation in formal or informal networks (e.g., online discussion groups on teaching issues), seminars, conferences, workshops & professional meetings intended to improve teaching |
| • Benchmarking approaches against external providers of similar services (e.g. in other universities) | • Feedback from:  
  o colleagues on student learning or achievement  
  o clinical or field experience supervisors on student learning & achievement  
  o employers of students | • Leadership roles  
  o any mentoring relationships that you have that are focussed on teaching issues  
  o how you share your teaching & learning experiences through good practice case studies  
  o any roles you have played in the professional development of your faculty | • Video of your classes  
• Membership of, & your role in, associations or societies concerned with the improvement of teaching & learning |
## Using Evidence to Support a Teaching Award Submission

### Development of curricula, resources and services that reflect a command of the field

<table>
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<tr>
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<td>Teaching philosophy, e.g.:</td>
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<tr>
<td></td>
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<td>o SFU &amp; SFT results - quantitative &amp; qualitative</td>
<td>o grades</td>
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<tr>
<td></td>
<td>o processes developed</td>
<td>o Course Experience Questionnaire (CEQ)</td>
<td>o scores or performance results on local or standardised tests or other major assessments</td>
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<td></td>
<td>o content</td>
<td>o focus groups</td>
<td>o examsiners' reports</td>
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<td>Written comments from students or student committees relating to the evaluation of curricula, resources &amp;/or services</td>
<td>Improvements in achieving key performance indicators, e.g.</td>
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<td></td>
<td>Evaluations of contributions to course development &amp; improvement</td>
<td>Unstructured &amp; unsolicited written evaluations by students, including letters received after a unit or course has been completed</td>
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<td>Honours or public recognition of excellence, e.g.</td>
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<td>Student logs &amp; journals</td>
<td>o failure rates</td>
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<tr>
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<td>o election to a curriculum committee</td>
<td>On-line feedback</td>
<td>o student employment</td>
</tr>
<tr>
<td></td>
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<td>Individual testimonials from students</td>
<td>o a record of students who elect &amp; succeed in advanced courses of study in the field</td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>o textbook or other published teaching-learning materials</td>
<td></td>
<td>Student work, e.g.</td>
</tr>
<tr>
<td></td>
<td>o features in broadcast media</td>
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<td>o theses</td>
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<tr>
<td></td>
<td>Scholarship of Teaching, e.g.</td>
<td></td>
<td>o projects</td>
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<tr>
<td></td>
<td>o journal reviews</td>
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<td>o essays</td>
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<td></td>
<td>o unsolicited conference feedback</td>
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<td>o fieldwork reports</td>
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<td></td>
<td>o invitations to contribute to the teaching &amp; learning literature</td>
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<td>o laboratory workbooks</td>
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<td>Invitations to:</td>
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<td>o creative work</td>
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<tr>
<td></td>
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<td>o publications on course-related work</td>
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<tr>
<td></td>
<td>o speak to for outside agencies</td>
<td></td>
<td>o examples of innovative work done by students as a result of your approach</td>
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<td></td>
<td>o participate in course advisory committees in other universities or external professional accreditation authorities</td>
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<td>o other assessment tasks</td>
</tr>
</tbody>
</table>

### Development of curricula, resources and services that reflect a command of the field (cont’d)

<table>
<thead>
<tr>
<th>Peers</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Feedback from:</td>
<td>Curriculum &amp; resource innovations undertaken &amp; evaluations of their</td>
<td></td>
</tr>
</tbody>
</table>

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4 Suggestions for the types of activities and forms of evidence that may be relevant to the five criteria of Citations for Outstanding Contribution to Student Learning or a Teaching Excellence Award

2010 evidence to support a Teaching Award submission

30/11/2010
<table>
<thead>
<tr>
<th>Evidence Sources</th>
<th>Teaching Award Submission Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop curricula, resources &amp;/or services for outside agencies</td>
<td></td>
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<tr>
<td>- Other kinds of invitations based on your reputation as a teacher (e.g., a media interview on a successful curricula, resource, or service innovation)</td>
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<tr>
<td>- Unit/Course materials exchanged with a colleague from another institution</td>
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<tr>
<td>- Participation in seminars, conferences, workshops &amp; professional meetings intended to improve teaching</td>
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<tr>
<td>- Benchmarking courses, curricula or resources against external providers of similar services (e.g., in other universities)</td>
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<tr>
<td>- Evidence of help given to colleagues on curricula or resource development</td>
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<tr>
<td>- Evidence of uptake by others of curricula, resources &amp;/or services</td>
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<tr>
<td>- Requests for or acknowledgment of advice received by a teaching or accreditation committee or similar body</td>
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<tr>
<td>- Individual testimonials from staff, community members etc</td>
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<tr>
<td>- Colleagues on student learning or achievement</td>
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<td>- Evidence of effective supervision of research students (Honours, Masters or PhD).</td>
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<td>- Documentary evidence of the influences of curricula, resources &amp;/or services on student career choice &amp;/or success</td>
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<tr>
<td>- Effectiveness, e.g.</td>
<td></td>
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<tr>
<td>- Examples &amp; review of new teaching-learning materials prepared for students</td>
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<tr>
<td>- How you involved past students or industry professionals in your course</td>
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<tr>
<td>- Examples of how your course was contextualised (e.g., in relation to other courses within a program &amp; in relation to professional practice)</td>
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<tr>
<td>- Teaching journal</td>
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<tr>
<td>- Reflective course memo</td>
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<tr>
<td>- Self-reflections, analysis &amp; evaluations, e.g.</td>
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</tr>
<tr>
<td>- Methods used to evaluate &amp; reflections on improving curricula, resources &amp;/or services</td>
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<tr>
<td>- Details of how you developed &amp; continue to revise a subject/unit/course on your own initiative, including an explanation of how you identified the need for development &amp; revision</td>
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<tr>
<td>- Your notes from the early stages of course design or review (e.g., early remarks about concepts &amp; the questions you asked yourself)</td>
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<td>- The information you sought &amp; the process you followed for obtaining that information (e.g., who were the students &amp; what were their needs?)</td>
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<tr>
<td>- How you chose the tasks that were suitable for those students, &amp; how you selected course materials</td>
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<td>- How you structured the materials &amp; what you did to make their presentation imaginative, interesting &amp; engaging</td>
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<td>- How you considered different groups or different types of students</td>
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<td>- Research conducted into your own unit or course, e.g.</td>
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<td>- Leadership roles</td>
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<td>- Any mentoring relationships that you have that are focussed on teaching issues</td>
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<tr>
<td>- How you share your teaching &amp; learning experiences through good practice case studies</td>
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<tr>
<td>- Any roles you have played in the professional development of your faculty</td>
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<td>- Video of your classes</td>
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<td>- Membership of, &amp; your role in, associations or societies concerned with the improvement of teaching &amp; learning</td>
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</tbody>
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## Using Evidence to Support a Teaching Award Submission

### Approaches to assessment, feedback and learning support that foster independent learning

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| • Positive peer feedback on:  
  o assessment practices & activities  
  o feedback tools, rubrics etc  
  o targeted mentoring & leadership of others  
| • Externally derived student evaluation of teaching data providing ratings of overall teaching effectiveness through formal surveys, e.g.  
  o SFU & SFT results - quantitative & qualitative  
  o Course Experience Questionnaire (CEQ)  
  o focus groups  
  o student interviews during &/or after completion of a unit or course  
  o feedback from graduates  | • Outcomes of student learning:  
  o grades  
  o scores or performance results on local or standardised tests or other major assessments  
  o examiners' reports  
  o Course evaluation results  | • Teaching philosophy, e.g.  
  o a personal statement of your commitment to learning & teaching  
  o an explanation of what you try to achieve with your assessment & feedback, & a description of how you go about achieving it (e.g. scaffolding, a problem solving approach, constructivist approach)  
  o reviews of new assessment practices for possible application  
  o implementation of key references, research, methodologies or theories on improving teaching  |
| • Statements about teaching achievements from senior colleagues at UWS or other institutions  
| • Evaluations of contributions to course development & improvement  
  o Invitations to development & improvement  
  o Evaluations of contributions to course & institutional reputation as a teacher (e.g. a media statement about teaching achievements  
  o Other kinds of invitations based on your expertise & experience  
| • Written comments from students or student committees relating to the evaluation of teaching  
  o Unstructured & unsolicited written evaluations by students, including letters received after a unit or course has been completed  
  o Informal class student feedback  
  o Student logs & journals  
  o On-line feedback  
  o Documented reports of satisfaction with out-of-class contacts with you  
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    o theses  
    o projects  
    o essays  
    o fieldwork reports  
    o laboratory workbooks  
    o creative work  
    o publications on course-related work  
    o examples of innovative work done by students as a result of your approach  
    o other assessment tasks  | • An overview of the ways that you keep up to date with recent developments in assessment  
  o Current & recent teaching/ assessment responsibilities & practices  
    o participation in course planning & development  
    o list of unit & course titles, levels & enrolments  
    o how you have tried new ideas  
    o the rationales for & kinds of assessment tasks used  
    o the process of developing assessment standards & criteria & communicating these to students  
    o how you assessed different levels of understanding  
    o how you used assessment tasks at different stages to give students feedback on their progress  
  o examples from your teaching demonstrating your commitment to assessment & feedback  
  o the types of feedback you gave (e.g., detailed comments on essays & assignments, meetings with project teams, peer feedback, self-assessment)  
  o how you use a range of technologies & why they are relevant & important (e.g. e-learning, blended learning etc)  |
| • Honours or public recognition of excellence, e.g.  
  o prizes &/or distinguished teacher awards received  
  o election to an assessment committee  
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  o student employment  
  o a record! of students who elect & succeed in advanced courses of study in the field  | • List & description of important assessment, feedback or learning support materials prepared  
  o Examples from your teaching demonstrating your exploration & implementation of the research-teaching nexus  
  o List of publications & details of your research in the field, e.g.  
    o journal articles, book chapters, textbook or other published teaching-learning materials  
  o Details of your relationships with other experts in the field  
  o Report on identification of student learning difficulties with interventions & actions taken to assist, e.g  
    o what you did to obtain feedback so that you could develop & adjust your assessment & feedback  |
| • Scholarship of Teaching, e.g.  
  o journal reviews  
  o unsolicited conference feedback  
  o invitations to contribute to the assessment or teaching & learning literature  | | |
### Approaches to assessment, feedback and learning support that foster independent learning (cont’d)

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  o colleagues on student learning or achievement  
  o clinical or field experience supervisors on student learning & achievement  
  o employers of students | • Assessment/ feedback innovations undertaken & evaluations of their effectiveness, e.g.  
  o how you designed assessments to guide student learning & to cover course learning outcomes  
  o how you ensured consistency & fairness (e.g., in informing students about what to expect & in responding to requests for extensions)  
  o documentary materials produced as part of an initiative  
  o examples & review of materials prepared for students  
  o support for teaching staff when marking (e.g., in interpreting the assessment criteria)  
  o how you used assessment results to identify areas of student difficulty | • Teaching journal |
| • Participation in seminars, conferences, workshops & professional meetings intended to improve teaching | • Approaches to study questionnaire | • Self-reflections, analysis & evaluations, e.g.  
  o methods used to evaluate & reflections on improving assessment, feedback &/or learning support  
  o details of how you developed & continue to revise assessment, feedback etc on your own initiative, including an explanation of how you identified the need for development & revision  
  o how you chose the assessment tasks that were suitable for students  
  o the results of course evaluations  
  o how you structured assessment & what you did to make it authentic, holistic or engaging  
  o how you considered different groups or different types of students  
  o steps taken to emphasise the interrelatedness & relevance of the different kinds of learning.  
  o steps taken to evaluate & improve your assessment practices  
  o a record of the changes resulting from self-evaluation | • Reflective course memo |
| • Benchmarking assessment, feedback or support against external providers of similar services (e.g., in other universities) | • Comparisons of experience, results, etc. between pre-intervention & post-intervention | • Research conducted to into your own assessment practices, e.g.  
  o how you apply research findings to develop your assessment practice | • Contributions to professional journals on assessment, feedback or teaching in general |
| • Evidence of help given to colleagues on improving assessment or feedback | • Evidence of effective supervision of research students (Honours, Masters or PhD) | • Participation in formal or informal networks (e.g., online discussion groups on teaching issues), seminars, conferences, workshops & professional meetings intended to improve teaching |
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  o how you share your teaching & learning experiences through good practice case studies  
  o any roles you have played in the professional development of your faculty | • Membership of, & your role in, associations or societies concerned with the improvement of teaching, learning & assessment etc |
| • Requests for or acknowledgment of advice received by a committee on teaching or similar body | | |
| • Individual testimonials from staff, community members etc | | |

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2010 evidence to support a Teaching Award submission  
30/11/2010  
6
Using Evidence to Support a Teaching Award Submission

<table>
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<tr>
<th>Respect and support for the development of students as individuals</th>
<th>Self-reflection</th>
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<tr>
<td>- innovations on student support</td>
<td>- Course Experience Questionnaire (CEQ)</td>
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<tr>
<td>- the development of students as individuals</td>
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</tr>
<tr>
<td>Statements about your work with students from senior colleagues at UWS or other institutions</td>
<td>- feedback from graduates</td>
</tr>
<tr>
<td>Comments from the UWS equity &amp; diversity unit</td>
<td>Written comments from students or student committees relating to the treatment of students</td>
</tr>
<tr>
<td>- Honours or public recognition of excellence, e.g.</td>
<td>Unstructured &amp; unsolicited written evaluations by students, including letters received after a unit or course has been completed</td>
</tr>
<tr>
<td>- prizes &amp; distinguished teacher awards received</td>
<td>Informal class student feedback</td>
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<tr>
<td>- election to a committee on teaching or student support</td>
<td>Student logs &amp; journals</td>
</tr>
<tr>
<td>- refereed regional, state, national &amp;/or international conference presentations</td>
<td>On-line feedback</td>
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<tr>
<td>- refereed regional, state, national &amp;/or international publications</td>
<td>Documented reports of satisfaction with out-of-class contacts with you</td>
</tr>
<tr>
<td>- textbook or other published materials for students</td>
<td>Individual testimonials from students</td>
</tr>
<tr>
<td>- features in broadcast media</td>
<td>- Unstructured &amp; unsolicited written evaluations by students, including letters received after a unit or course has been completed</td>
</tr>
<tr>
<td>- Scholarship of Teaching, e.g.</td>
<td>- List of publications &amp; details of your research in the field, e.g.</td>
</tr>
<tr>
<td>- journal reviews</td>
<td>- Examples from your teaching demonstrating your exploration &amp; implementation of the research-teaching nexus</td>
</tr>
<tr>
<td>- unsolicited conference feedback</td>
<td>- List of publications &amp; details of your research in the field, e.g.</td>
</tr>
<tr>
<td>- invitations to contribute to the teaching &amp; learning literature</td>
<td>- Examples from your teaching demonstrating your exploration &amp; implementation of the research-teaching nexus</td>
</tr>
<tr>
<td>- Positive peer feedback on:</td>
<td>- course evaluation results</td>
</tr>
<tr>
<td>- work with students</td>
<td>- Course evaluation results</td>
</tr>
<tr>
<td>- innovations on student support</td>
<td>- Student self-reported knowledge or skills gained</td>
</tr>
<tr>
<td>- the development of students as individuals</td>
<td>- Improvements in achieving key performance indicators, e.g.</td>
</tr>
<tr>
<td>- targeted mentoring &amp; leadership of others</td>
<td>- retentio​n / attrition rates</td>
</tr>
</tbody>
</table>

6 Suggestions for the types of activities and forms of evidence that may be relevant to the five criteria of Citations for Outstanding Contribution to Student Learning or a Teaching Excellence Award

2010 evidence to support a Teaching Award submission 30/11/2010
Respect and support for the development of students as individuals (cont’d)

<table>
<thead>
<tr>
<th>Peers</th>
<th>Student Reactions</th>
<th>Student Learning</th>
<th>Self-reflection</th>
</tr>
</thead>
</table>
| • Invitations to:  
  o disseminate outcomes of your approaches to colleagues within or beyond the teaching team, School, College or UWS  
  o speak to or teach for outside agencies  
  • Other kinds of invitations based on your reputation as a teacher (e.g. a media interview on your successes with students)  
  • Student materials exchanged with a colleague from another institution  
  • Participation in seminars, conferences, workshops & professional meetings intended to improve student development  
  • Work with students outside UWS  
  • Benchmarking services against external providers of similar services (e.g. in other universities)  
  • Evidence of help given to colleagues on student development  
  • Evidence of uptake by others of initiatives &/or approaches  
  • Requests for or acknowledgment of advice received by a committee on teaching or similar body  
  • Individual testimonials from staff, community members etc | • Feedback from:  
  o colleagues on student learning or achievement  
  o clinical or field experience supervisors on student learning & achievement  
  o employers of students  
  • Approaches to study questionnaire  
  • Comparisons of experience, results, etc. between pre-intervention & post-intervention  
  • Evidence of effective supervision of research students (Honours, Masters or PhD)  
  • Documentary evidence of the influences of teaching on student career choice &/or success | • Report on identification of student learning difficulties with interventions & actions taken to assist  
  o what you did to obtain feedback so that you could develop & adjust your guidance & advice to students  
  • Student development innovations undertaken & evaluations of their effectiveness, e.g.  
  o what you have done to encourage interaction between students, & between students & teaching staff  
  o how you ensured consistency & fairness (e.g., in informing students about what to expect & in responding to requests for extensions)  
  o documentary materials produced as part of an initiative  
  o examples & review of teaching-learning materials & activities designed & implemented to motivate, inspire & encourage learning in students  
  • Teaching journal  
  • Reflective course memo  
  • Self-reflections, analysis & evaluations, e.g.  
  o methods used to evaluate & reflections on improving student development  
  o details of how you developed & continue to revise your own initiatives, including an explanation of how you identified the need for development & revision  
  o the results of course evaluations  
  o how you considered different groups or different types of students  
  o steps taken to evaluate & improve your teaching  
  o a record of the changes resulting from self-evaluation  
  • Research conducted into your own or your own practices, e.g.  
  o how you apply research findings to develop your practices  
  • Contributions to professional journals on student development or teaching in general  
  • Participation in formal or informal networks (e.g., online discussion groups on teaching issues), seminars, conferences, workshops & professional meetings intended to improve teaching  
  • Leadership roles  
  o any mentoring relationships that you have that are focussed on teaching issues  
  o how you share your teaching & learning experiences through good practice case studies  
  o any roles you have played in the professional development of your faculty  
  • Membership of, & your role in, associations or societies concerned with the improvement of teaching & learning etc |
### Using Evidence to Support a Teaching Award Submission

<table>
<thead>
<tr>
<th>Scholarly activities and service innovations that have influenced and enhanced learning and teaching</th>
<th>Self-reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peers</strong></td>
<td><strong>Student Reactions</strong></td>
</tr>
<tr>
<td>• Positive peer feedback on: &lt;br&gt; o innovations &lt;br&gt; o scholarly activities &lt;br&gt; o how well prepared students are for graduate studies or careers &lt;br&gt; o management of teaching &lt;br&gt; o targeted mentoring &amp; leadership of others</td>
<td>• Externally derived student evaluation of teaching data providing ratings of overall teaching effectiveness through formal surveys, e.g. &lt;br&gt; o SFU &amp; SFT results - quantitative &amp; qualitative &lt;br&gt; o Course Experience Questionnaire (CEQ) &lt;br&gt; o focus groups &lt;br&gt; o student interviews during &amp;/or after completion of a unit or course &lt;br&gt; o feedback from graduates</td>
</tr>
<tr>
<td>• Statements about achievements from senior colleagues at UWS or other institutions</td>
<td>• Written comments from students or student committees relating to the evaluation of teaching</td>
</tr>
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<td>• Honours or public recognition of excellence, e.g. &lt;br&gt; o prizes &amp;/or distinguished teacher awards received &lt;br&gt; o election to a teaching or editorial committee &lt;br&gt; o refereed regional, state, national &amp;/or international conference presentations &lt;br&gt; o refereed regional, state, national &amp;/or international publications &lt;br&gt; o textbook or other published teaching-learning materials &lt;br&gt; o features in broadcast media</td>
<td>• Unstructured &amp; unsolicited written evaluations by students, including letters received after a unit or course has been completed</td>
</tr>
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<td>• Scholarship of Teaching, e.g. &lt;br&gt; o journal reviews &lt;br&gt; o unsolicited conference feedback &lt;br&gt; o invitations to contribute to the teaching &amp; learning literature</td>
<td>• Informal class student feedback</td>
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<td>• Invitations to: &lt;br&gt; o disseminate outcomes of initiatives to colleagues within or beyond the teaching team, School, College or UWS &lt;br&gt; o speak to or teach for outside agencies &lt;br&gt; o participate in course advisory committees in other universities or external professional accreditation authorities &lt;br&gt; o develop curricula, resources &amp;/or services for outside agencies</td>
<td>• Student logs &amp; journals</td>
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<td>• On-line feedback</td>
<td>• Documented reports of satisfaction with out-of-class contacts with you</td>
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<td>• Student Learning or a Teaching Excellence Award</td>
<td>• Individual testimonials from students</td>
</tr>
<tr>
<td>• Teaching innovations undertaken &amp; evaluations of their effectiveness, e.g. &lt;br&gt; o documentary materials produced as part of an initiative &lt;br&gt; o any other documentation which supports your systematic approach, e.g., records of your ongoing reflection over time in a teaching portfolio &lt;br&gt; o examples &amp; review of teaching-learning materials &amp; activities for students</td>
<td><strong>Self-reflection</strong></td>
</tr>
</tbody>
</table>

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7 Suggestions for the types of activities and forms of evidence that may be relevant to the five criteria of Citations for Outstanding Contribution to Student Learning or a Teaching Excellence Award

2010 evidence to support a Teaching Award submission

30/11/2010
<table>
<thead>
<tr>
<th>Scholarly activities and service innovations that have influenced and enhanced learning and teaching (cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peers</strong></td>
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</table>
| • Other kinds of invitations based on your reputation as a teacher (e.g. a media interview on a successful teaching innovation) | • Feedback from:  
  o colleagues on student learning or achievement  
  o clinical or field experience supervisors on student learning & achievement  
  o employers of students | • Approaches to study questionnaire  
• Comparisons of experience, results, etc. between pre-intervention & post-intervention  
• Evidence of effective supervision of research students (Honours, Masters or PhD)  
• Documentary evidence of the influences of teaching on student career choice &/or success | • Reflective course memo  
• Self-reflections, analysis & evaluations, e.g.  
  o methods used to evaluate & reflections on your teaching practice  
  o steps taken to evaluate & improve your teaching  
  o any framework that you have established for developing your teaching, e.g., methods you use to chart over time what you tried & whether it worked or not  
  o details of how you developed & continue to revise a subject/unit/course on your own initiative, including an explanation of how you identified the need for development & revision  
  o details of how you sought student feedback, aside from the evaluations associated with the formal teaching evaluation process  
  o how you have responded to feedback  
  o any changes you have made to your practice & why |  
• Research conducted into your own teaching practices, e.g.  
  o how you apply research findings to develop your teaching practice |
| • Unit/Course materials exchanged with a colleague from another institution | • Benchmarking activities or innovations against external providers of similar services (e.g. in other universities) | • Evidence of help given to colleagues on teaching improvement  
• Evidence of uptake by others of initiatives &/or approaches  
• Requests for or acknowledgment of advice received by a committee on teaching or similar body  
• Involvement in professional bodies related to teaching in your discipline  
• Evaluations of contributions to course development & improvement  
• Individual testimonials from staff, community members etc | • Contributions to professional learning & teaching journals  
• Participation in formal or informal networks (e.g., online discussion groups on teaching issues), seminars, conferences, workshops & professional meetings intended to improve teaching |
| • Participation in seminars, conferences, workshops & professional meetings intended to improve teaching | • Interactions with industry groups which are focussed on teaching in your field | • Leadership roles  
  o any mentoring relationships that you have that are focussed on teaching issues  
  o how you share your teaching & learning experiences through good practice case studies  
  o any roles you have played in the professional development of your faculty |  
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| 2010 evidence to support a Teaching Award submission | 30/11/2010 | 10 |