

# Learning and Teaching Awards

Celebrate And Recognise  
Success To Date



LEARNING TEACHING

PEARSON



Learning Teaching and  
Student Engagement  
Directorate

# AWARD SCHEMES

JCU offers internal learning and teaching award schemes

- Citations for Outstanding Contributions to Student Learning
- Sessional Staff Awards

[Office for Learning and Teaching \(OLT\)](#) has responsibility for co-ordination of the Australian Awards for University Teaching. There are **five types** of national awards:

- **Citations For Outstanding Contributions to Student Learning**
- Awards for Programs that Enhance Learning
- Awards for Teaching Excellence
- Prime Minister's Award for Australian University Teacher of the Year
- Career Achievement Award



## JCU's National 2014 Citation Winners





## **In 2014...OLT: Citations for Outstanding Contributions to Student Learning**

- \$10, 000 each
- 110 awarded from 200 (55%)
- Citations recognise and reward the diverse contribution that individuals and **teams** make to the quality of student learning.



## **2015 OLT citations**

- **Maximum number of awards reduced from 160 to 150**
- **Changes to criteria**
- **Award monies must be spent within three years**

# JCU Process to apply for Citations for Outstanding Contributions to Student Learning

Apply for JCU  
Award of  
\$4 000  
(Up to 12  
available)

Selection panel  
(DVC-A; Dean LTSE,  
ADLTs) ranks JCU  
winners

*JCU Citation for  
Outstanding  
Contributions to  
Student Learning  
(one winner )  
\$10 000.*

# From internal JCU award to OLT award

JCU Selection panel ranks JCU citation winners

Six JCU nominees put forward to the Office for Learning and Teaching

*OLT Assessment panel assess applications against criteria and award citation*

**We can only submit 6 to OLT**



# Citations for Outstanding Contribution to Student Learning

---

‘Citations recognise and reward the **diverse contribution** that individuals and teams make to the **quality of student learning**. Up to 150 Citations, of \$10,000 each, are awarded to academic, general and sessional staff, and institutional associates, who have made **significant contributions to student learning** in a specific area over a **sustained period of no less than three years**’.

---






# **Citation Assessment Criteria 2015:**

## **Choose ONE only**

- 1. Approaches to teaching and 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. Evaluation practices that bring about improvements in teaching and learning.**
- 4. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience**



## **Criteria 1: Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.**

This may include fostering student development by stimulating curiosity and independence in learning; participating in effective and empathetic guidance and advice for students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through effective communication, presentation and interpersonal skills; enabling others to enhance their approaches to learning and teaching; and developing and/or integrating assessment strategies to enhance student learning.



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

This may include developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources; and contributing professional expertise to enhance curriculum or resources.



### **Criteria 3: Evaluation practices that bring about improvements in teaching and learning.**

Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education. This may include showing advanced skills in evaluation and reflective practice; using a variety of evaluation strategies to bring about change; adapting evaluation methods to different contexts and diverse student needs and learning styles; contributing professional expertise to the field of evaluation in order to improve program design and delivery; and the dissemination and embedding of good practice identified through evaluation.



## **Criteria 4: Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.**

- This may include participating in and contributing to professional activities related to learning and teaching; innovations in service and support for students; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession; providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort; and influencing the overall academic, social and cultural experience of higher education.



# **ALL ASSESSED AGAINST THE FOLLOWING**

- **influenced student learning, student engagement or the overall student experience**
- **gained recognition from fellow staff, the institution, and/or the broader community**
- **provided evidence of sustainability of no less than three consecutive years (two years for Early Career nomination)**

**In assessing the evidence supporting Early Career nominations, consideration will be given to the career stage of the nominee.**

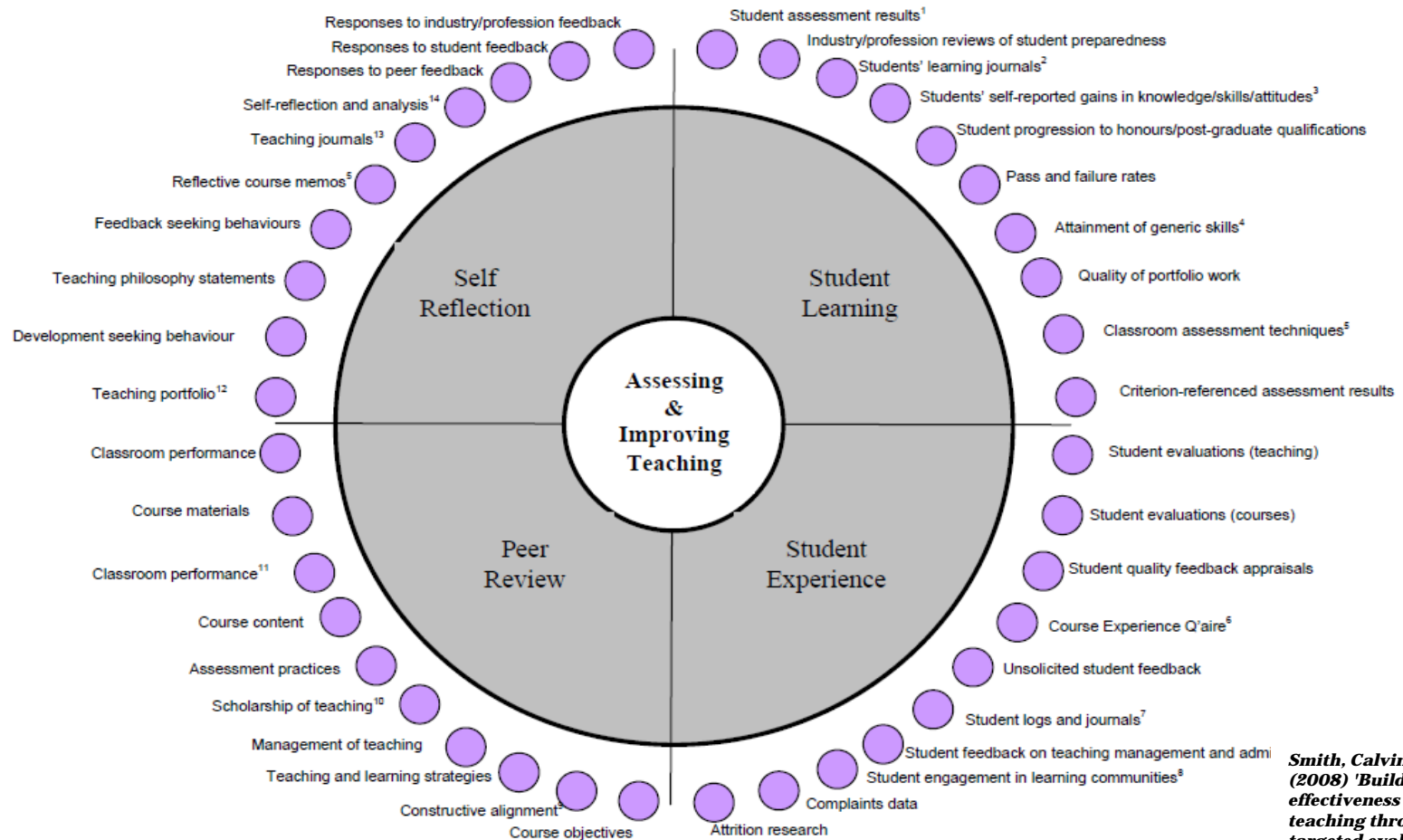


## **Been sustained over time**

- **Don't expect to win at a national (OLT) level if you don't have AT LEAST three years of work to document....**

# Evidence sources

## The "4Q" model of evaluation.



<sup>1</sup>(Knight 1995); <sup>2</sup>(Morrison 1996); <sup>3</sup>(Smith, Herbert et al. 2001); <sup>4</sup>(Bath, Smith et al. 2004; Smith and Bath 2006); <sup>5</sup>(Angelo and Cross 1989; Angelo and Cross 1993); <sup>6</sup>(Ram Lizzio et al. 1997); <sup>7</sup>(Morrison 1996); <sup>8</sup>(Tinto 1998; Tinto 2000), (Pascarella, Terenzini et al. 1986; McInnis, Griffin et al. 2001), (Smith and Bath 2006); <sup>9</sup>(Biggs 1996); <sup>10</sup>(E Chism 1999); <sup>11</sup>(Seldin 1991; Centra 1993; Seldin 1993; Seldin, Annis et al. 1995; Richlin and Manning 1996); <sup>12</sup>(Raimor 1980; Boud, Keogh et al. 1985; Handal and Lauvas Brookfield 1995)

**Smith, Calvin (2008) 'Building effectiveness in teaching through targeted evaluation and response: connecting evaluation to teaching improvement in higher education', *Assessment & Evaluation in Higher Education*, 1-17.**



# **Evidence sources**

## **Student learning**

generally quantifiable

- Retention
- Achievement
- Achievement of diverse learners
- Destination data

## **Student experience**

- Your JCU survey data
  - Quantitative
  - Open ended comments
- Unsolicited emails
- Other formal survey data



# **Evidence sources**

## **Peer review**

- External
- Rigorous
- Professional Accreditation body
- Discipline endorsed

## **Self-reflection**

- What was the problem you addressed?
- What did the literature say about addressing the problem?
- What did you observe before/after?

# Features of a Strong Award Nomination

- Shows a **passion** for the subjects and the students
- Is **engaging!** Reading and excellent nomination should give a sense of the teaching style.
- Creates an effective narrative of the development of **innovative teaching strategies**
- Wisely integrates evidence – from a range of sources- including graphical data
- Shows a **sustained impact** on the discipline and the sector using a range of evidence
- Demonstrates how the nominee **excels beyond the standard requirements** of the job

# Gained recognition from fellow staff, the institution, and/or the broader community

- Who has noticed?
  - Your fellow staff
  - JCU- awarded you a teaching award, inclusive practice award, a recognition award
  - Your peers: peer review of teaching, publications (peer reviewed) professional associations, your discipline experts
  - Industry experts

How did they tell you: UNSOLICITED LETTER, formal review.

**NATIONALLY RECOGNISED**

## How to apply

- First go to the JCU Learning and Teaching website

[http://www-](http://www-public.jcu.edu.au/learnandteach/awardsandgrants/awards/JCU_116565)

[public.jcu.edu.au/learnandteach/awardsandgrants/awar](http://www-public.jcu.edu.au/learnandteach/awardsandgrants/awards/JCU_116565)

[ds/JCU\\_116565](http://www-public.jcu.edu.au/learnandteach/awardsandgrants/awards/JCU_116565)



# THE FORMAT COUNTS

- Word count
- Page length
- Font type
- Font size

Must have two referees: one must be Dean/Head of Discipline- ask them now!

## Example #1-

Dr Lisa Chilton, Dr Suzy Munns, Dr Donna Rudd

“The extraordinary success and sustained impact of our teaching approach is best captured in the words of a current postgraduate student: **“it confirmed to me that I wanted to be a research scientist as it was one of the first subjects to really address the critical thinking and writing skills actually required of someone working in the field”** and **“the lecturers gave me a glimpse of the challenges and realities that I now face on a day to day basis, as well as a glimpse of the things that make my career in science so incredibly rewarding”** (2009 student, received via email in 2013)”

## Example #2 – Amy Forbes

“The Graduate Destination Survey also indicates high levels of student employment with over **70% of graduates securing full-time positions...** That these graduates have opted to stay and work in regional Queensland newspapers and media is also testimony and validation of JCU’s strategic intent of improving the lives of people and societies in the tropics”

“**Amy has helped me to be the best journalist I can be** over the past three years, eventually playing a large role in landing me my first full time job as a reporter this month. She pushed me to enter my work in to the 2013 Ossie Awards where I won highly commended for a profile feature piece I wrote” (Laura Mckee, BMJ graduate 2014).

“I have been out of university for over 2 years ... **[Amy] recently helped me secure employment** within the local radio station. Dr Forbes has been a great influence on my career and **I cannot thank her enough for everything she has done**” (Ben Johnson, BMJ graduate 2011)”



## Example #3 – The Maths in Science Research Team

“we stressed to students that the skills they develop in this subject are transferable to future subjects and a wide range of careers. **“The variety of case studies is good and relevant to our future careers** (Student evaluation, 2012). **“I just wanted to email and say a huge thank you ... I found out when I opened the practical for my second year Geology subject that we would be interpreting data using excel data plots and hypothesizing on what we found. I'm really glad that because of the study I did I was able to accomplish the work put before me and enjoy it also”** (Unsolicited student email, 2013). Postgraduate students who use mathematical models for research, particularly in the biological, earth, and environmental sciences, were prioritized as tutors, because they were best-placed to reinforce to students the subject’s relevance throughout the sciences. **“The tutors deserve to be highly commended. They were amazing and motivated us students to do well”** (Student evaluation, 2011)”



# Gaining an external Peer Review

- Sealey, R. (2013). Using a template to facilitate external peer review of curriculum: A variation on the PRoT theme. *Education Research and Perspectives*, 40, 109-123.
- Morgan, P.J. (2008). The Course Improvement Flowchart: A description of a tool and process for the evaluation of university teaching. *Journal of University Teaching and Learning Practice*. 5(2), 1-13.

## External Referees

“I often seek feedback on my learning and teaching strategies from colleagues and also external discipline and learning and teaching experts. Two formal external reviewers of my teaching methods are presented below:

*Katja has adopted a very student centred approach to her teaching, allowing students to take ownership of their learning. She takes this to another level by considering individual needs, even when working with large classes. She achieves this by using technology to enhance learning experiences, providing students the opportunity to tailor their project work to meet their personal needs. In addition this use of technology also widens horizons for students by connecting them with students from other universities to share experiences. The student feedback from this subject speaks for itself with students voicing how engaged they were with both the subject and Katja herself (A/Prof R. Lawson, OLT National Fellow and Director Learning, Teaching & Curriculum at University of Wollongong, 2014).*

*Your integration of the peer assisted learning into your courses is very tight and frequent. It creates a theme of operation that students can understand and engage with to good effect. Nice!...Your approach and methods are inspiring and you have executed them masterfully...Your evaluations are exceptional for the class size (Dr. S. Drew, Director of Learning and Teaching of Sciences Group at Griffith University, peer teaching/learning expert, 2014)”*

## Plan your citation submission

- [Review previous citation winners](#)
- [Review advice on what to include on LTSE website](#)
- **Compile your EVIDENCE**
- **Seek advice from your ADLT/Campus Dean**
- **Find a previous winner to be your mentor**
- **Find time to do it**



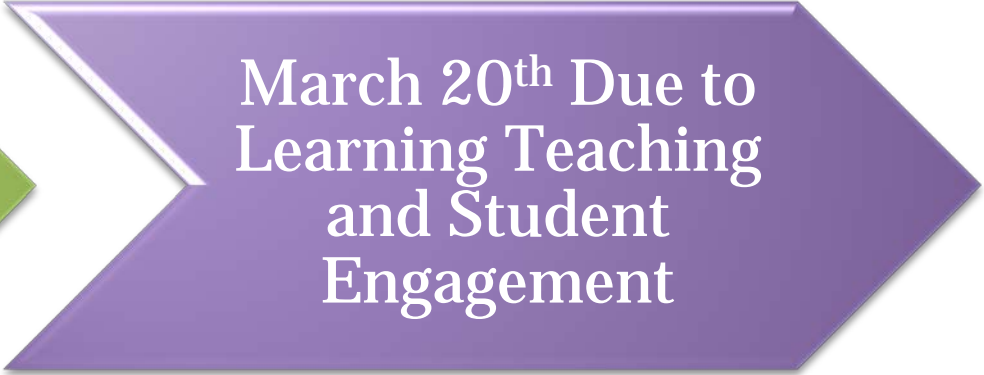
## Our role in Learning, Teaching and Student Engagement

- Work with Associate Deans of Learning and Teaching to identify staff, promote engagement
- Review citations selected for the OLT round
- Support highest quality of citation
- Submit all citations in compliance to requirements
- Liaise with the OLT

# Citation Timeline



College  
deadline- AD  
to advise  
nominees



March 20<sup>th</sup> Due to  
Learning Teaching  
and Student  
Engagement

**JCU Grants and Awards**  
<[grantsandawards@jcu.edu.au](mailto:grantsandawards@jcu.edu.au)>



## Other awards

- Program award – up to 12 each year
  - RATEP (Educational Partnerships)
  - Bachelor of Medicine (Widening Participation)
- Awards for Teaching Excellence – 16 awards each year
  - JCU yet to receive one!



Questions?