2022 Vice-Chancellor’s Learning and Teaching Award Writing Application Information Session
Student-Nominated Award

15 JUNE 2022
Acknowledgement of country
Agenda

AWARD APPLICATION WRITING INFORMATION SESSION

1. Application and Evaluation Process (Asimo Krizan)
2. Writing & Evidencing Your Application (Agnes Bosanquet)
3. Writing a winning application (Alissa Beath)
Award Categories

AWARD APPLICATION WRITING INFORMATION SESSION

Student Nominated Award**

** BY INVITATION ONLY: NOMINATIONS ARE ASSESSED AND IDENTIFIED NOMINEES ARE SHORTLISTED AND INVITED TO APPLY.

Sessional staff award

Early career award

Learning innovation award

Teaching excellence award

Educational leader award
Resources

AWARD APPLICATION WRITING INFORMATION SESSION

Resources available on Awards in teaching webpage:

Online Application Form
Award Guidelines
Frequently Asked Questions
Assessment Rubrics
Award Writing Resources
Applications are submitted **online**
You will be required to have **THREE attachments** to upload online:

1. **Written Statement (word) no web links or images**
   - Max 500 words | Student Nominated Award; Sessional Staff Award; Early-Career Award
   - Max 1000 words | Learning Innovation Award; Teaching Excellence Award; Educational Leader Award

2. **Supporting Document (word or pdf)**
   - Max 3 Pages (no web links) | Student nominated Award; Sessional Staff Award; Early-Career Award
   - Max 3 Pages (no web links) or Max 3-minute Video (link) | Learning Innovation Award; Teaching Excellence Award; Educational Leader Award

3. **Profile Photo (jpeg) - file must not exceed 1 MB.**
   - High resolution; individual or team (if team application) landscape; above the waist | All award categories
Assessment Rubric

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• **Assessment Rubric (Example below. Student-Nominated Award Category)**

VC Learning and Teaching Awards/Student-nominated Award

Applicant: ______________________

This award recognises staff for their teaching and support of learning that influences, motivates, and inspires students to learn.

<table>
<thead>
<tr>
<th>Applications for this award must address at least two (2) of the following criteria:</th>
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<tbody>
<tr>
<td><strong>Criterion 1:</strong> Fostering student engagement through transformative learning experiences.</td>
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<tr>
<td><strong>Criterion 2:</strong> Inspiring, motivating, and guiding students and providing useful and empathetic advice.</td>
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<tr>
<td><strong>Criterion 3:</strong> Integrating assessment and feedback strategies that promote and enhance student learning.</td>
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<table>
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<tr>
<th>Poor evidence</th>
<th>Fair evidence</th>
<th>Good evidence</th>
<th>Very Good evidence</th>
<th>Exceptional evidence</th>
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<th>OVERALL RESULT</th>
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<th>Panel member comments:</th>
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• **All Award Rubrics available on the Teach website**
Assessment Criteria

AWARD APPLICATION WRITING INFORMATION SESSION

• Assessment Criteria (Example below, Student-Nominated Award Category Category)

Assessment criteria:

All nominations will be assessed on the written statement (500 words) and supporting evidence provided in response to the selected assessment criteria. Assessment will also consider:

a) Contribution to positive student learning, student engagement or overall student experience.
b) Recognition from fellow staff, the institution, and/or the broader community.
c) Evidence of sustainability and impact for a period of no less than three consecutive years (2 years for early career), not including time taken for development or trial of any activity**.
d) Evidence that is supported by formal and informal evaluation.
e) Shown creativity, imagination, or innovation.
f) Incorporated information contained in student data or institutional student surveys and references.

** This only applies for the: Teaching Excellence Award and Educational Leader Award.
### Assessment Panel

**Overall comments and results**

**AWARD APPLICATION WRITING INFORMATION SESSION**

Applications for the **Student Nominated Award** must address at least two (2) of the following criteria:

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<tbody>
<tr>
<td>101</td>
<td>4</td>
<td>3</td>
<td>3.5</td>
<td></td>
<td>The evidence presented in your application clearly shows how your enthusiasm and thoughtfulness have created opportunities for all students to learn eagerly and effectively.</td>
</tr>
<tr>
<td>102</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td>This application has strong statement that meets the criteria selected. The application also has outstanding student comments as evidence. This excellent application could be strengthened by evidence from other stakeholders including peers, mentors future employers.</td>
</tr>
<tr>
<td>103</td>
<td>4</td>
<td>3</td>
<td>3.5</td>
<td></td>
<td>I would like to commend Asimo on her approach to designing a safe yet engaging classroom environment for her students in XXX. She has thoughtfully created a way to successfully teach a unit with a challenging topic not only to on-campus but also to OUA students. The student feedback that she offers as evidence suggests that her classes are a truly transformative experience for students.</td>
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<table>
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<tr>
<th>Overall</th>
<th>10</th>
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<tr>
<td>Average</td>
<td>3.33</td>
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Associate Professor
Agnes Bosanquet

WRITING AND EVIDENCING YOUR APPLICATION
Strategies for success

AWARD APPLICATION WRITING INFORMATION SESSION

Choose your criteria wisely and don’t dilute your evidence by trying to cover everything.

Assessment panel members may be outside your discipline – avoid jargon, unexplained technical terms and abbreviations.

Engage with scholarly literature to strengthen your application.

Use evidence from multiple sources – students (progress/achievements/feedback), colleagues, industry and professions, qualitative and quantitative data.

If you use data from student surveys, include information on year, class sizes, response rates.

Develop an engaging narrative that showcases your discipline, teaching philosophy and practice.
Lessons from creative writing

Consider your ‘voice’ – first person, conversational, active voice, be yourself, use humour

Connect with readers – share your passion, demonstrate your learning, catchy opening

Tell a story – share your journey, connect ideas, provide anecdotes and examples

Write badly, draft, edit, get feedback, rewrite

Resources:
For the past 10 years I have convened, lectured and tutored third year, fourth year and Masters-level statistics to aspiring Psychologists. Psychology students typically dread statistics, have poor maths literacy, and see no inherent value in statistical skill-development for their future careers. Nevertheless, statistical literacy is crucial to the Scientist-Practitioners we wish our graduates to become. These learning barriers create a significant challenge that I joyfully embrace.

A/Prof Naomi Sweller
Writing Techniques

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Writers Diet: https://writersdiet.com/test/
Criterion 3: Leadership in curriculum design and development

My leadership in curriculum design and development has had impact at national, university, faculty and course levels.

At a national level, my expertise in [professional] education and research profiling .... led to changes in .....  

Course-level design with clear outcomes, capability development and assurance of learning underpin quality higher education and regulatory frameworks....

At a University level, this tool was used as an exemplar, with a derivative template adopted to ....

At the Faculty level, I have been a key leader in the design and redesign of undergraduate and postgraduate courses, including the Bachelor of ....
• Show change over time
• Include year, unit details, class sizes, response rates
• See the Student Survey website: https://staff.mq.edu.au/teach/teaching-development-recognition/teaching-unit-evaluation/student-survey-cycle - especially Distribution and Interpretation and Closing the Loop sections
• Refer to specific survey items to evidence your claims: "Another strategy I often use to motivate and inspire students is to project my passion for teaching and my subject (e.g. “It was clear that he loved what he does, which rubbed off onto the class, creating a very positive environment”). In my teaching returns I often receive 4.8 or more on the enthusiasm item..."
• Back up your student survey results with feedback from colleagues/ professions/ industry, links to scholarly literature and evidence of your reflection on feedback
• Include formal and informal feedback from students
Brookfield’s reflective lenses

FOUR PERSPECTIVES TO CONSIDER INCLUDING IN ANY WRITTEN REFLECTION

Photo by Paul Skorupskas on Unsplash

Award writing information session resources

AWARD APPLICATION WRITING INFORMATION SESSION

- Webpages on interpreting your student survey results
- 'Dear Award Applicant' article by Dr Karina Luzia
- 15 ways to evidence your teaching achievements Teche post by Dr Olga Kozar
- Exemplar applications from A/Prof Naomi Sweller and Dr Joel Fuller, annotated by Dr Morwenna Kirwan
- ‘Should I apply?’ and ‘Writing a compelling application’ videos by Dr Morwenna Kirwan
- Australian Awards for University Teaching resources – good forms of evidence

Dr Alissa Beath
2021 WINNER VICE-CHANCELLOR’S AWARD FOR TEACHING EXCELLENCE
SCHOOL OF PSYCHOLOGICAL SCIENCES
FACULTY OF MEDICINE HEALTH AND HUMAN SCIENCES

20 APRIL 2022 – RECORDING
HTTPS://WEB.MICROSOFTSTREAM.COM/VIDEO/5EBEB733-0AC2-42D2-A361-BD81FA3D0286?ST=1246
Thank you

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

• Applications Close: 1 July 2022, 11.59pm

• Contact us: LOperations@mq.edu.au
Tip 1: Start Early

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"Are you going to start your assignment early?"

[Graph showing a bar chart with two categories: NO and NO, BUT IN RED]

https://www.universitystudent.org/memes/are-you-going-to-start-your-assignment-early-no-no-but-in-red-3225
Tip 2: Work out your narrative

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SO WHATS YOUR STORY

https://makeameme.org/meme/so-whats-your-14ceac8dcf

Lalalala

My mom says I'm special

Tip 3: Outline the challenge, solution, and impact

ARE YOU HAVING A PROBLEM?

https://www.memecreator.org/meme/are-you-having-a-problem/

BUT WE HAVE A SOLUTION!!

https://makeameme.org/meme/but-we-have-5b164d

BIG IMPACT!

https://memegenerator.net/instance/83996298/victory-baby-big-impact
Tip 4: You don’t need to include everything (…but, address the criteria!)

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Before you leave the house, look in the mirror and remove one accessory.
-Coco Chanel

https://gr.pinterest.com/pin/211528513725516081/?send=true

https://getyarn.io/yarn-clip/7c72d134-3260-4e08-9067-0dfe03c74b81
Tip 5. Ask colleagues for feedback (big or small)!

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My Process?

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Welllllll…

• I didn’t start early
• It took me a while to work out my ‘story’ (even though it seemed obvious)
• I still need to remind myself to write the ‘challenge, solution, impact’
• I included way too many disparate things (then had to cull)
• I did take advantage of amazing colleagues (but sometimes left it too late!)

Me: Take my advice; I’m smart and I know what I’m talking about.

Also me:

https://www.reddit.com/r/memes/comments/bdz0hf/do_as_i_say_not_as_i_do/
Not quite there yet?

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Start thinking **now** for next year (and beyond)
especially if you need to work on your evidence, or impact, or make yourself more competitive

When you haven't made plans for the future and then suddenly it is the future and everything didn't just magically work out

https://ahseeit.com/?qa=46819/when-you-have-not-made-plans-for-the-future-meme