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

20 APRIL 2022
Acknowledgement of country
Agenda

AWARD APPLICATION WRITING INFORMATION SESSION

1. Application and Evaluation Process (Alexandra Velleley)
2. Writing & Evidencing Your Application (Agnes Bosanquet)
3. A winning application (Alissa Beath)
2022 Award Categories

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

- Student Nominated Award**
- Sessional staff award
- Early career award
- Learning innovation award
- Teaching excellence award
- Educational leader award

** BY INVITATION ONLY: NOMINATIONS ARE ASSESSED AND IDENTIFIED NOMINEES ARE SHORTLISTED AND INVITED TO APPLY.
Resources available on Awards in teaching webpage:
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

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

• Assessment Rubric (Example below, Sessional Staff Award Category)

VC Learning and Teaching Awards/Sessional Staff Award

Applicant: __________________________

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

Applications for this award must address at least two (2) of the following criteria:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Poor evidence</th>
<th>Fair evidence</th>
<th>Good evidence</th>
<th>Very Good evidence</th>
<th>Exceptional evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1: Fostering student engagement through transformative learning experiences.</td>
<td></td>
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<td>Criterion 2: Inspiring, motivating, and guiding students and providing useful and empathetic advice.</td>
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<td>Criterion 3: Integrating assessment and feedback strategies to promote and enhance student learning</td>
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<td>Criterion 4: Contributing to the enhancement of learning and teaching at the unit and/or course level</td>
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</table>

OVERALL RESULT

Panel member comments:
Assessment Criteria

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

• Assessment Criteria (Example below, Sessional Staff Award 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

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

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

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</thead>
<tbody>
<tr>
<td>101</td>
<td></td>
<td></td>
<td></td>
<td>3.5</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></td>
<td></td>
<td></td>
<td>3</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></td>
<td></td>
<td></td>
<td>3.5</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>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>Average 3.33</td>
</tr>
</tbody>
</table>
Associate Professor
Agnes Bosanquet

WRITING AND EVIDENCING YOUR APPLICATION
Strategies for success

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

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.
Writing Techniques

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

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
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.
Writing Techniques

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

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 ….
Brookfield’s reflective lenses
FOUR PERSPECTIVES TO CONSIDER INCLUDING IN ANY WRITTEN REFLECTION

Brookfield’s 4 Reflective Lenses

Learners
- through their eyes,
- analytics,
- feedback

Self
- autobiographical,
- own experience of
- learning, beliefs

Literature
- multiple perspectives,
- advice, confidence,
- pedagogy

Colleagues
- check, reframe,
- broaden, share,
- support, same boat

Photo by Paul Skorupskas on Unsplash

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, as well as on several other items (see Appendix for my most recent teaching return). I often hear that my units have inspired students to successfully implement and lead technology innovations in their [professional practice] (for instance, see unsolicited email from [student] in Appendix). In other cases it has inspired them to engage in a whole new and fulfilling career[s] (see unsolicited email from [student] in Appendix).
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
Tip 1: Start Early

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

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

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

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

Tip 3: Outline the challenge, solution, and impact

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

ARE YOU HAVING A PROBLEM?

BUT WE HAVE A SOLUTION!!

Big Impact!

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

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

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

**VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS**

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

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

**UH, WE GOT A BEGGARS-CHOOSERS SITUATION HERE,**

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

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS


Wellllll…

1. I didn’t start early
2. It took me a while to work out my ‘story’ (even though it seemed obvious)
3. I still need to remind myself to write the ‘challenge, solution, impact’
4. I included way too many disparate things (then had to cull)
5. 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?
VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

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
Thank you

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

• Applications Close: 1 July 2022, 11.59pm

• Contact us: LToperations@mq.edu.au