2023 Vice-Chancellor’s Learning and Teaching Student-Nominated Award Writing Application Information Session

22 JUNE 2023
Acknowledgement of country
1. Application and Evaluation Process (Asimo Krizan)
2. Writing & Evidencing Your Application (Dr Robyn Westcott)
3. A winning application (Dr Christian Thomas)
2023 Award Categories

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

- Student Nominated Award**
- Sessional Staff Award
- Early Career Award
- Learning and Teaching 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: Teaching Excellence Award; Educational Leader Award
   - Max 3-minute video ONLY: Learning and Teaching Innovation 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): Teaching Excellence Award; Educational Leader Award
   - No Supporting Documentation required: Learning and Teaching Innovation 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, Student Nominated Award Category)

<table>
<thead>
<tr>
<th>VC Learning and Teaching Awards/Student-Nominated Award</th>
<th>Applicant: ____________________________</th>
</tr>
</thead>
</table>

This award recognises teachers who have been nominated by students for teaching excellence and making a difference to learning.

<table>
<thead>
<tr>
<th>Criterion 1: Encouraging student engagement through the enthusiasm shown for learning and teaching.</th>
<th>Poor evidence</th>
<th>Fair evidence</th>
<th>Good evidence</th>
<th>Very Good evidence</th>
<th>Exceptional evidence</th>
</tr>
</thead>
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<tr>
<th>Criterion 2: Assisting students to achieve success in their learning.</th>
<th>Poor evidence</th>
<th>Fair evidence</th>
<th>Good evidence</th>
<th>Very Good evidence</th>
<th>Exceptional evidence</th>
</tr>
</thead>
</table>

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<tr>
<th>Criterion 3: Participating in effective and empathetic guidance and advice for students.</th>
<th>Poor evidence</th>
<th>Fair evidence</th>
<th>Good evidence</th>
<th>Very Good evidence</th>
<th>Exceptional evidence</th>
</tr>
</thead>
</table>

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<tr>
<th>Criterion 4: Inspiring and motivating students through effective communication, presentation and interpersonal skills.</th>
<th>Poor evidence</th>
<th>Fair evidence</th>
<th>Good evidence</th>
<th>Very Good evidence</th>
<th>Exceptional evidence</th>
</tr>
</thead>
</table>

Panel member comments:  

OVERALL RESULT

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

- All Award Rubrics available on the Teach website

OFFICE PVC (Learning and Teaching)
Assessment Criteria

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

• **Assessment Criteria**

All applications will be assessed on the written statement (when required for that award category, 500 or 1000 words), and supporting evidence in **response to the selected award criteria**.

Assessment will also consider:

a) The criteria relative to the individual/team opportunity.
b) Contribution to positive student learning, student engagement or overall student experience.
c) Recognition from fellow staff, the institution, and/or the broader community.
d) 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. E.g., if applying for an award in 2023, your evidence will be comprised of 2020, 2021 and 2022*.
e) Evidence that is supported by formal and informal evaluation.
f) Shown creativity, imagination, or innovation.
g) Incorporated information contained in student data or institutional student surveys and references.

* This only applies to the: Teaching Excellence Award and Educational Leader Award.
WRITING AND EVIDENCING YOUR APPLICATION
Basic Anatomy

OF A COMPETITIVE L&T AWARD APPLICATION

Focus = Framing the application in relation to a pedagogical challenge or objective (the ‘what’)
Style = Descriptive, may also be personal and/or reflective

Depending on the award category, you will need to respond to between one and four criteria.

Focus = Establishing clear and logical connections between claims, evidence, and outcomes. Consider ‘how’, ‘why’ & ‘so what’.
Style = More analytical

Focus = Creation of positive effects/change for MQ students across the HE sector
Style = Descriptive and analytical; the final ‘so what’!

Impact
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.
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).
Criterion 2: Leading the enhancement of curriculum design, development and/or implementation:

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 ….
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
- **Tell a story** – share your journey, connect ideas, provide anecdotes and examples
- **Connect with readers** – share your passion, demonstrate your learning, catchy opening
- **Write badly, draft, edit, get feedback, rewrite**
Award writing information session resources

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

- 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


OFFICE PVC (Learning and Teaching)
Dr Christian Thomas

2022 WINNER VICE-CHANCELLOR’S LEARNING AND TEACHING STUDENT-NOMINATED AWARD

FACULTY OF SCIENCE AND ENGINEERING
My approach

GETTING STARTED

• Review past winner applications

• Relate criteria to experience
  – Student feedback
  – Teaching style and approach to student learning, e.g., inclusivity, engagement, videos and flipped classes, projects and employability skills

• Collect supporting evidence
  – LET and LEU testimonials
  – Emails from students & staff (my Happy Folder)
My approach

COLLECT SUPPORTING EVIDENCE

- Collect evidence, LETs, emails etc.
  - ‘...the way you presented it made it much more accessible than I've ever had it taught to me and it finally gave me some confidence in my own ability…’

- Group testimonials and relate to criteria with a lead in statement
  - Students appreciate my methods for encouraging active participation…

- Collate best LET scores, relating to criteria and present in figures/tables

![LET Mean Scores Chart]

1. This teacher was...
2. This teacher created...
3. This teacher created...

- MATH1010 2021 (n=94)
- MATH1010 2022 (n=15/73)*
- MATH2110/3902 2020/2021 (n=43)
My approach

WRITTEN STATEMENT

• Opening ‘impact’ statement
  – 100 words
  – About me
  – The big teaching and learning challenges in field
  – My approach to combat this

• Criteria (focus on 2)
  – 200 words each
  – Draw on honest in-class interactions that develop student learning, skills, and confidence
  – Emphasise criteria wording throughout statement
  – Relate to evidence and highlight best LET scores
My engaged MATH1010 students initiated the novel approach of holding up numbered placards; I felt like a contestant on Dancing with the Stars but with the occasional negative number.

Objective 1.3, L&T Strategic Framework: Encourages students to be critical thinkers and build research skills to contribute to the advancement of knowledge and professional practice.

Read, edit, read, edit, …

Ask a family member / friend / colleague / AI
Thank you

VICE-CHANCELLOR’S LEARNING AND TEACHING AWARDS

• Applications Close: 14 July 2023, 11.59pm

• Contact us: LToperations@mq.edu.au