### 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 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 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  
| • Student logs & journals  
| • On-line feedback  
| • Documented reports of satisfaction with out-of-class contacts with you  
| • Individual testimonials from students  
| • Identification & evaluation of student generic skills/ outcomes/ attributes  
| • 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  

| • 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  
| • Invitations to:  
  o peers  
  o student logs & journals  
  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  
  o individual testimonials from students  
| • 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  
| • An overview of the ways that you keep up to date with recent developments in learning & teaching  

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

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

<table>
<thead>
<tr>
<th>Peers</th>
<th>Student Reactions</th>
<th>Student Learning</th>
<th>Self-Reflection</th>
</tr>
</thead>
</table>
| • Positive peer feedback on:  
  o teaching or documentary materials  
  o processes developed  
  o content  
  o how well prepared students are for graduate studies  
  o targeted mentoring & leadership of others  
| • Externally derived student evaluation of teaching data providing ratings of overall course 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 an explanation of what you try to achieve with your curricula, resource &/or service development, & 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 curricula, resource &/or service developments from senior colleagues at UWS or other institutions  
  o positive peer feedback  
| • Evaluations of contributions to course development & improvement  
  o participation in course planning & development  
  o how you have tried new ideas  
| • Honours or public recognition of excellence, e.g.  
  o prizes &/or distinguished teacher awards received  
  o refereed regional, state, national &/or international conference presentations  
| • Unstructured & unsolicited written evaluations by students, including letters received after a unit or course has been completed  
| • Written comments from students or student committees relating to the evaluation of curricula, resources &/or services  
| • Students work, e.g.  
  o theses  
  o projects  
  o essays  
  o fieldwork reports  
| • Improvements in achieving key performance indicators, e.g.  
  o retention / attrition rates  
| • Student logs & journals  
  o lab manuals  
| • Course evaluation results  
| • Student self-reported knowledge or skills gained  
| • Informal class student feedback  
  o informal class student feedback  
| • Identification & evaluation of student generic skills/outcomes/attributes  
| • On-line feedback  
| • Student work, e.g.  
  o theses  
| • List of publications & details of your research in the field  
| • Individual testimonials from students  
  o testimonial  
| • Improvements in achieving key performance indicators, e.g.  
  o retention / attrition rates  
| • List of important teaching-learning materials prepared  
  o textbooks  
| • 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 curricula, resources &/or services  
| • Unstructured & unsolicited written evaluations by students, including letters received after a unit or course has been completed  
| • How you motivated students to explore & engage with resources, curriculum materials or services  
  o how you use a range of technologies & why they are relevant & important (e.g. e-learning, blended learning etc)  
| • Invitations to:  
  o disseminate outcomes of initiatives to colleagues within or beyond the teaching team, School, College or UWS  
  o speak to for outside agencies  
  o participate in course advisory committees in other universities or external professional accreditation authorities  
| • How your curriculum & resources reflect a command of the field  
  o how resources, curricular &/or services have provided a balance of activities for students (e.g., between creativity, problem solving, theory & skills development)  
| • Examples from your teaching demonstrating your exploration & implementation of the research-teaching nexus  
  o journal articles, book chapters, textbook or other published curriculum or resources  
| • Details of your relationships with other experts in the field  
| • Teaching philosophy, e.g.  
  o an explanation of what you try to achieve with your curricula, resource &/or service development, & 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  
| • An overview of the ways that you keep up to date with recent developments in the field  
  o participation in further education and training  
  o professional development workshops  
| • Current & recent curriculum/ resource development responsibilities & practices, e.g.  
  o participation in course planning & development  
  o list of unit & course titles, levels & enrolments  
| • Participation in course planning & development  
  o how you have tried new ideas  
| • How you motivated students to explore & engage with resources, curriculum materials or services  
  o how you use a range of technologies & why they are relevant & important (e.g. e-learning, blended learning etc)  
| • List of credentials, qualifications & professional experience underpinning your command of the field  
  o professional development workshops  
| • An overview of the ways that you keep up to date with recent developments in the field  
| • An overview of the ways that you keep up to date with recent developments in the field  
  o participation in further education and training  
  o professional development workshops  

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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.
### Development of curricula, resources and services that reflect a command of the field (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 develop curricula, resources &/or services for outside agencies | • Feedback from:  
  o colleagues on student learning or achievement  
  o clinical or field experience supervisors on student learning & achievement  
  o employers of students | • Curriculum & resource innovations undertaken & evaluations of their effectiveness, e.g.  
  o examples & review of new teaching-learning materials prepared for students  
  o how you involved past students or industry professionals in your course  
  o examples of how your course was contextualised (e.g. in relation to other courses within a program & in relation to professional practice) | • Teaching journal  
 • Reflective course memo |
| • Other kinds of invitations based on your reputation as a teacher (e.g. a media interview on a successful curricula, resource, or service innovation) | • Comparisons of experience, results, etc. between pre-intervention & post-intervention | | • Self-reflections, analysis & evaluations, e.g.  
  o methods used to evaluate & reflections on improving curricula, resources &/or services  
  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 your notes from the early stages of course design or review (e.g., early remarks about concepts & the questions you asked yourself)  
  o the information you sought & the process you followed for obtaining that information (e.g., who were the students & what were their needs?)  
  o how you chose the tasks that were suitable for those students, & how you selected course materials  
  o how you structured the materials & what you did to make their presentation imaginative, interesting & engaging  
  o how you considered different groups or different types of students  
  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 a record of the changes resulting from self-evaluation | • Research conducted into your own unit or course, e.g.  
  o how you apply research findings to develop your practice |
| • Unit/Course materials exchanged with a colleague from another institution | • Evidence of effective supervision of research students (Honours, Masters or PhD). | | • Contributions to professional journals on curriculum, resources, student support or teaching in general |
| • Participation in seminars, conferences, workshops & professional meetings intended to improve teaching | • Documentary evidence of the influences of curricula, resources &/or services on student career choice &/or success | | • Participation in formal or informal networks (e.g., online discussion groups on teaching issues), seminars, conferences, workshops & professional meetings intended to improve teaching |
| • Benchmarking courses, curricula or resources against external providers of similar services (e.g. in other universities) | | | • 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 |
| • Evidence of help given to colleagues on curricula or resource development | | | • Video of your classes |
| • Evidence of uptake by others of curricula, resources &/or services | | | • Membership of, & your role in, associations or societies concerned with the improvement of teaching & learning |
| • Requests for or acknowledgment of advice received by a teaching or accreditation committee or similar body | | | |
| • Individual testimonials from staff, community members etc | | | |
Using Evidence to Support a Teaching Award Submission

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

<table>
<thead>
<tr>
<th>Peers</th>
<th>Student Reactions</th>
<th>Student Learning</th>
<th>Self-Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive peer feedback on:</td>
<td>- externally derived student evaluation of teaching data providing ratings of overall teaching effectiveness through formal surveys, e.g.</td>
<td>- outcomes of student learning:</td>
<td>- teaching philosophy, e.g.</td>
</tr>
<tr>
<td>o assessment practices &amp; activities</td>
<td>o SFU &amp; SFT results - quantitative &amp; qualitative</td>
<td>o grades</td>
<td>o a personal statement of your commitment to learning &amp; teaching</td>
</tr>
<tr>
<td>o feedback tools, rubrics etc</td>
<td>o course experience questionnaire (CEQ)</td>
<td>o scores or performance results on local or standardised tests or other major assessments</td>
<td>o an explanation of what you try to achieve with your assessment &amp; feedback, &amp; a description of how you go about achieving it (e.g. scaffolding, a problem solving approach, constructivist approach)</td>
</tr>
<tr>
<td>o targeted mentoring &amp; leadership of others</td>
<td>o focus groups</td>
<td>o examiners' reports</td>
<td>o reviews of new assessment practices for possible application</td>
</tr>
<tr>
<td>Statements about teaching achievements from senior colleagues at UWS or other institutions</td>
<td>o student interviews during &amp;/or after completion of a unit or course</td>
<td>o course evaluation results</td>
<td>o implementation of key references, research, methodologies or theories on improving teaching</td>
</tr>
<tr>
<td>Evaluations of contributions to course development &amp; improvement</td>
<td>o feedback from graduates</td>
<td>o student self-reported knowledge or skills gained</td>
<td>o an overview of the ways that you keep up to date with recent developments in assessment</td>
</tr>
<tr>
<td>Honours or public recognition of excellence, e.g.</td>
<td>o written comments from students or student committees relating to the evaluation of teaching</td>
<td>o improvements in achieving key performance indicators, e.g.</td>
<td>o current &amp; recent teaching/assessment responsibilities &amp; practices</td>
</tr>
<tr>
<td>o prizes &amp;/or distinguished teacher awards received</td>
<td>o unstructured &amp; unsolicited written evaluations by students, including letters received after a unit or course has been completed</td>
<td>o retention / attrition rates</td>
<td>o participation in course planning &amp; development</td>
</tr>
<tr>
<td>o election to an assessment committee</td>
<td>o informal class student feedback</td>
<td>o rates of progression to honours/postgraduate courses</td>
<td>o list of unit &amp; course titles, levels &amp; enrolments</td>
</tr>
<tr>
<td>o refereed regional, state, national &amp;/or international conference presentations</td>
<td>o student logs &amp; journals</td>
<td>o failure rates</td>
<td>o how you have tried new ideas</td>
</tr>
<tr>
<td>o refereed regional, state, national &amp;/or international publications</td>
<td>o on-line feedback</td>
<td>o student employment</td>
<td>o the rationales for &amp; kinds of assessment tasks used</td>
</tr>
<tr>
<td>o textbook or other published assessment materials</td>
<td>o documented reports of satisfaction with out-of-class contacts with you</td>
<td>o a record of students who elect &amp; succeed in advanced courses of study in the field</td>
<td>o the process of developing assessment standards &amp; criteria &amp; communicating these to students</td>
</tr>
<tr>
<td>o features in broadcast media</td>
<td>o individual testimonials from students</td>
<td>o identification &amp; evaluation of student generic skills/ outcomes/ attributes</td>
<td>o how you assessed different levels of understanding</td>
</tr>
<tr>
<td>Scholarship of Teaching, e.g.</td>
<td>o invitations to contribute to the assessment or teaching &amp; learning literature</td>
<td>o student work, e.g.</td>
<td>o how you used assessment tasks at different stages to give students feedback on their progress</td>
</tr>
<tr>
<td>o journal reviews</td>
<td>o invitations to disseminate outcomes of initiatives to colleagues within or beyond the teaching team, School, College or UWS</td>
<td>o theses</td>
<td>o steps taken to emphasise the interrelatedness &amp; relevance of the different kinds of learning</td>
</tr>
<tr>
<td>o unsolicited conference feedback</td>
<td>o speak to or teach for outside agencies</td>
<td>o projects</td>
<td>o how you structured assessments so that creativity &amp; independent learning were rewarded &amp; encouraged</td>
</tr>
<tr>
<td>o invitations to contribute to the assessment or teaching &amp; learning literature</td>
<td>o examine theses</td>
<td>o essays</td>
<td>o the types of feedback you gave (e.g., detailed comments on essays &amp; assignments, meetings with project teams, peer feedback, self-assessment)</td>
</tr>
<tr>
<td>Invitations to:</td>
<td>o other kinds of invitations based on your reputation as a teacher (e.g. a media interview on assessment)</td>
<td>o fieldwork reports</td>
<td>o how you use a range of technologies &amp; why they are relevant &amp; important (e.g. e-learning, blended learning etc)</td>
</tr>
<tr>
<td>o disseminate outcomes of initiatives to colleagues within or beyond the teaching team, School, College or UWS</td>
<td></td>
<td>o laboratory workbooks</td>
<td>o list &amp; description of important assessment, feedback or learning support materials prepared</td>
</tr>
<tr>
<td>o speak to or teach for outside agencies</td>
<td></td>
<td>o creative work</td>
<td>o examples from your teaching demonstrating your exploration &amp; implementation of the research-teaching nexus</td>
</tr>
<tr>
<td>o examine theses</td>
<td></td>
<td>o publications on course-related work</td>
<td>o list of publications &amp; details of your research in the field, e.g.</td>
</tr>
<tr>
<td>Other kinds of invitations based on your reputation as a teacher (e.g. a media interview on assessment)</td>
<td></td>
<td>o examples of innovative work done by students as a result of your approach</td>
<td>o journal articles, book chapters, textbook or other published teaching-learning materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o other assessment tasks</td>
<td>o details of your relationships with other experts in the field</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>o report on identification of student learning difficulties with interventions &amp; actions taken to assist, e.g.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o what you did to obtain feedback so that you could develop &amp; adjust your assessment &amp; feedback</td>
</tr>
</tbody>
</table>

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5 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.
### Approaches to assessment, feedback and learning support that foster independent learning (cont'd)

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<tr>
<th>Peers</th>
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<th>Student Learning</th>
<th>Self-Reflection</th>
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</table>
| • Assessment, feedback, support materials exchanged with a colleague from another institution | • Feedback from:  
  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  
 • Reflective course memo |
| • Participation in seminars, conferences, workshops & professional meetings intended to improve teaching | • Approaches to study questionnaire  
 • Comparisons of experience, results, etc. between pre-intervention & post-intervention | • 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 | • Research conducted to into your own assessment practices, e.g.  
  o how you apply research findings to develop your assessment practice |
| • Benchmarking assessment, feedback or support against external providers of similar services (e.g., in other universities) | • Evidence of effective supervision of research students (Honours, Masters or PhD) | • Contributions to professional journals on assessment, feedback or teaching in general |
| • Evidence of help given to colleagues on improving assessment or feedback | • Documentary evidence of the influences of assessment & feedback on student career choice &/or success | • Participation in formal or informal networks (e.g., online discussion groups on teaching issues), seminars, conferences, workshops & professional meetings intended to improve teaching |
| • Evidence of uptake by others of assessment, feedback &/or support practices | | • 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 & assessment etc |
| • Requests for or acknowledgment of advice received by a committee on teaching or similar body | | | |
| • Individual testimonials from staff, community members etc | | | |
Using Evidence to Support a Teaching Award Submission

<table>
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<th>Self-reflection</th>
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<td>• Positive peer feedback on:</td>
<td>• Outcomes of student learning:</td>
<td>• Teaching philosophy, e.g.</td>
<td></td>
</tr>
<tr>
<td>- work with students</td>
<td>- grades</td>
<td>- a personal statement of your commitment to student development</td>
<td></td>
</tr>
<tr>
<td>- innovations on student support</td>
<td>- scores or performance results on local or standardised tests</td>
<td>- an explanation of what you try to for student development &amp; a description of how you go about achieving it (e.g. student equity issues, empowerment)</td>
<td></td>
</tr>
<tr>
<td>- the development of students as individuals</td>
<td>- or other major assessments</td>
<td>- reviews of new student development practices for possible application</td>
<td></td>
</tr>
<tr>
<td>- targeted mentoring &amp; leadership of others</td>
<td>- examiners’ reports</td>
<td>- implementation of key references, research, methodologies or theories on improving student development</td>
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<tr>
<td>• Statements about your work with students from senior colleagues at UWS or other institutions</td>
<td>• Course evaluation results</td>
<td>• An overview of the ways that you keep up to date with recent developments in the field</td>
<td></td>
</tr>
<tr>
<td>• Comments from the UWS equity &amp; diversity unit</td>
<td>• Student self-reported knowledge or skills gained</td>
<td>• Current &amp; recent student responsibilities &amp; practices, e.g.</td>
<td></td>
</tr>
<tr>
<td>• Honours or public recognition of excellence, e.g.</td>
<td>• Improvements in achieving key performance indicators, e.g.</td>
<td>- list of unit &amp; course titles, levels &amp; enrolments</td>
<td></td>
</tr>
<tr>
<td>- prizes &amp; distinguished teacher awards received</td>
<td>- retention / attrition rates</td>
<td>- steps taken to emphasise the interrelatedness &amp; relevance of different kinds of learning</td>
<td></td>
</tr>
<tr>
<td>- election to a committee on teaching or student support</td>
<td>- rates of progression to honours/postgraduate courses</td>
<td>- ways that you were available to students (e.g. help line, meetings &amp; one-to-one advice, online support etc)</td>
<td></td>
</tr>
<tr>
<td>- refereed regional, state, national &amp;/or international conference presentations</td>
<td>- failure rates</td>
<td>- the kinds of support you offered (e.g. assisting with industry opportunities, career advice, course &amp; program advice etc)</td>
<td></td>
</tr>
<tr>
<td>- refereed regional, state, national &amp;/or international publications</td>
<td>- student employment</td>
<td>- participation in career markets &amp; open days</td>
<td></td>
</tr>
<tr>
<td>- textbook or other published materials for students</td>
<td>- a record of students who elect &amp; succeed in advanced courses of study in the field</td>
<td>- how you actively encouraged students to discuss their concerns</td>
<td></td>
</tr>
<tr>
<td>- features in broadcast media</td>
<td>• Identification &amp; evaluation of student generic skills/ outcomes/ attributes</td>
<td>- how you developed your course materials with equity groups in mind</td>
<td></td>
</tr>
<tr>
<td>• Scholarship of Teaching, e.g.</td>
<td>• Student work, e.g.</td>
<td>- what you did to ensure that tutors &amp; students developed tolerance &amp; inclusivity</td>
<td></td>
</tr>
<tr>
<td>- journal reviews</td>
<td>- theses</td>
<td>- how you were able to incorporate diverse student perspectives or experiences into the course</td>
<td></td>
</tr>
<tr>
<td>- unsolicited conference feedback</td>
<td>- projects</td>
<td>- how you supported students with disabilities</td>
<td></td>
</tr>
<tr>
<td>- invitations to contribute to the teaching &amp; learning literature</td>
<td>- essays</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Written comments from students or student committees relating to the treatment of students</td>
<td>• List &amp; description of important materials prepared for students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unstructured &amp; unsolicited written evaluations by students, including letters received after a unit or course has been completed</td>
<td>• Examples from your teaching demonstrating your exploration &amp; implementation of the research-teaching nexus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Informal class student feedback</td>
<td>• List of publications &amp; details of your research in the field, e.g.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student logs &amp; journals</td>
<td>- journal articles, book chapters, textbook or other published teaching-learning materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• On-line feedback</td>
<td>• Details of your relationships with other experts in the field</td>
<td></td>
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<tr>
<td></td>
<td>• Documented reports of satisfaction with out-of-class contacts with you</td>
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<tr>
<td></td>
<td>• Individual testimonials from students</td>
<td></td>
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</tr>
</tbody>
</table>

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Supplementary Text:

Outcomes of student learning:
- grades
- scores or performance results on local or standardised tests
- or other major assessments
- examiners’ reports

Course evaluation results

Student self-reported knowledge or skills gained

Improvements in achieving key performance indicators, e.g.
- retention / attrition rates
- rates of progression to honours/postgraduate courses
- failure rates
- student employment
- a record of students who elect & succeed in advanced courses of study in the field

Identification & evaluation of student generic skills/ outcomes/ attributes

Student work, e.g.
- theses
- projects
- essays
- fieldwork reports
- laboratory workbooks
- creative work
- publications on course-related work
- examples of innovative work done by students as a result of your approach
- other assessment tasks

Teaching philosophy, e.g.
- a personal statement of your commitment to student development
- an explanation of what you try to for student development & a description of how you go about achieving it (e.g. student equity issues, empowerment)
- reviews of new student development practices for possible application
- implementation of key references, research, methodologies or theories on improving student development
- An overview of the ways that you keep up to date with recent developments in the field

Current & recent student responsibilities & practices, e.g.
- list of unit & course titles, levels & enrolments
- steps taken to emphasise the interrelatedness & relevance of different kinds of learning
- ways that you were available to students (e.g. help line, meetings & one-to-one advice, online support etc)
- the kinds of support you offered (e.g. assisting with industry opportunities, career advice, course & program advice etc)
- participation in career markets & open days
- how you actively encouraged students to discuss their concerns
- how you developed your course materials with equity groups in mind
- what you did to ensure that tutors & students developed tolerance & inclusivity
- how you were able to incorporate diverse student perspectives or experiences into the course
- how you supported students with disabilities

List & description of important materials prepared for students

Examples from your teaching demonstrating your exploration & implementation of the research-teaching nexus

List of publications & details of your research in the field, e.g.
- journal articles, book chapters, textbook or other published teaching-learning materials

Details of your relationships with other experts in the field

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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
<table>
<thead>
<tr>
<th>Peers</th>
<th>Student Reactions</th>
<th>Student Learning</th>
<th>Self-reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitations to:</td>
<td>Feedback from:</td>
<td>Report on identification of student learning difficulties with interventions &amp; actions taken to assist</td>
<td></td>
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<tr>
<td>o disseminate outcomes of your approaches to colleagues within or beyond the teaching team, School, College or UWS</td>
<td>o colleagues on student learning or achievement</td>
<td>o what you did to obtain feedback so that you could develop &amp; adjust your guidance &amp; advice to students</td>
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<tr>
<td>o speak to or teach for outside agencies</td>
<td>o clinical or field experience supervisors on student learning &amp; achievement</td>
<td>o Student development innovations undertaken &amp; evaluations of their effectiveness, e.g.</td>
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<td></td>
<td>o employers of students</td>
<td>o what you have done to encourage interaction between students, &amp; between students &amp; teaching staff</td>
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<tr>
<td>Other kinds of invitations based on your reputation as a teacher (e.g. a media interview on your successes with students)</td>
<td>Approaches to study questionnaire</td>
<td>o how you ensured consistency &amp; fairness (e.g., in informing students about what to expect &amp; in responding to requests for extensions)</td>
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<tr>
<td>Student materials exchanged with a colleague from another institution</td>
<td>Comparisons of experience, results, etc. between pre-intervention &amp; post-intervention</td>
<td>o documentary materials produced as part of an initiative</td>
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<tr>
<td>Participation in seminars, conferences, workshops &amp; professional meetings intended to improve student development</td>
<td>Evidence of effective supervision of research students (Honours, Masters or PhD)</td>
<td>o examples &amp; review of teaching-learning materials &amp; activities designed &amp; implemented to motivate, inspire &amp; encourage learning in students</td>
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<tr>
<td>Work with students outside UWS</td>
<td>Documentary evidence of the influences of teaching on student career choice &amp;/or success</td>
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<td>Benchmarking services against external providers of similar services (e.g. in other universities)</td>
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<td>Evidence of help given to colleagues on student development</td>
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<td>Evidence of uptake by others of initiatives &amp;/or approaches</td>
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<td>Requests for or acknowledgment of advice received by a committee on teaching or similar body</td>
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<td>Individual testimonials from staff, community members etc</td>
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</table>
## 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>Peers</th>
<th>Student Reactions</th>
<th>Student Learning</th>
<th>Self-reflection</th>
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</thead>
<tbody>
<tr>
<td><strong>Positive peer feedback on:</strong></td>
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<td>• innovations</td>
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<td>• scholarly activities</td>
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<td>• how well prepared students are for</td>
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<td>graduate studies or careers</td>
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<td>• management of teaching</td>
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<td>• targeted mentoring &amp; leadership of others</td>
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<td>**Statements about achievements from senior</td>
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<td>colleagues at UWS or other institutions</td>
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<td>**Honours or public recognition of excellence,</td>
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<td>e.g.</td>
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<td>• prizes &amp;/or distinguished teacher</td>
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<td>awards received</td>
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<td>• election to a teaching or editorial</td>
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<td>committee</td>
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<td>• refereed regional, state, national &amp;/or</td>
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<td>international conference presentations</td>
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<td>international publications</td>
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<td>• textbook or other published teaching-</td>
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<td>learning materials</td>
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<td>• features in broadcast media</td>
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<td><strong>Scholarship of Teaching, e.g.</strong></td>
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<td>teaching &amp; learning literature</td>
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<td><strong>Invitations to:</strong></td>
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<td>• disseminate outcomes of initiatives</td>
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<td>to colleagues within or beyond the</td>
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<td>teaching team, School, College or UWS</td>
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<td>• speak to or teach for outside</td>
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<td>agencies</td>
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<tr>
<td>• participate in course advisory</td>
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<tr>
<td>committees in other universities or</td>
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<td>external professional accreditation</td>
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<td>authorities</td>
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<td>• develop curricula, resources &amp;/or</td>
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<tr>
<td>services for outside agencies</td>
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</tbody>
</table>

**Externally derived student evaluation of**

teaching data providing ratings of overall teaching effectiveness through formal surveys, e.g.

- SFU & SFT results - quantitative & qualitative
- Course Experience Questionnaire (CEQ)
- focus groups
- student interviews during &/or after completion of a unit or course
- feedback from graduates

**Written comments from students or student committees relating to the evaluation of teaching**

**Unstructured & unsolicited written evaluations by students, including letters received after a unit or course has been completed**

**Informal class student feedback**

**Student logs & journals**

**On-line feedback**

**Documented reports of satisfaction with out-of-class contacts with you**

**Individual testimonials from students**

**Outcomes of student learning:**

- grades
- scores or performance results on local or standardised tests or other major assessments
- examiners' reports

**Course evaluation results**

**Student self-reported knowledge or skills gained**

**Improvements in achieving key performance indicators, e.g.**

- retention / attrition rates
- rates of progression to honours/postgraduate courses
- failure rates
- student employment
- a record of students who elect & succeed in advanced courses of study in the field

**Identification & evaluation of student generic skills/ outcomes/ attributes**

**Student work, e.g.**

- theses
- projects
- essays
- fieldwork reports
- laboratory workbooks
- creative work
- publications on course-related work
- examples of innovative work done by students as a result of your approach
- other assessment tasks

**Teaching philosophy, e.g.**

- a personal statement of your commitment to learning & teaching
- an explanation of what you try to achieve in your teaching & a description of how you go about achieving it
- implementation of key references, research, methodologies or theories on improving teaching

**List of credentials, qualifications & professional experience underpinning your command of the field**

**An overview of the ways that you keep up to date with recent developments in the field**

**Current & recent teaching responsibilities & practices, e.g.**

- participation in course planning & development
- list of unit & course titles, levels & enrolments
- how you have tried new ideas
- how you use a range of technologies & why they are relevant & important (e.g. e-learning, blended learning etc)

**List & description of important teaching-learning materials prepared**

**Examples from your teaching demonstrating your exploration & implementation of the research-teaching nexus**

**List of publications & details of your research in the field**

- journal articles, book chapters, textbook or other published teaching-learning materials

**Details of your relationships with other experts in the field**

**Report on identification of student learning difficulties with interventions & actions taken to assist, e.g.**

- what you did to obtain feedback so that you could develop & adjust your teaching

**Teaching innovations undertaken & evaluations of their effectiveness, e.g.**

- documentary materials produced as part of an initiative
- any other documentation which supports your systematic approach, e.g., records of your ongoing reflection over time in a teaching portfolio
- examples & review of teaching-learning materials & activities for students

**Teaching journal**

---

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
### Scholarly activities and service innovations that have influenced and enhanced learning and teaching (cont’d)

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<tr>
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<th>Self-reflection</th>
</tr>
</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 |  
  • 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 |  
| • 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 |  
  • Research conducted into your own teaching practices, e.g.  
    o how you apply research findings to develop your teaching practice  
  • 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  
  • 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 |  
| • Participation in seminars, conferences, workshops & professional meetings intended to improve teaching |  
  • Evidence of help given to colleagues on teaching improvement |  
  • 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 |  
| • Benchmarking activities or innovations against external providers of similar services (e.g. in other universities) |  
  • Evidence of uptake by others of initiatives &/or approaches |  
  • 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 |  
| • Evidence of help given to colleagues on teaching improvement |  
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  • 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 |  
| • Requests for or acknowledgment of advice received by a committee on teaching or similar body |  
  • Evidence of uptake by others of initiatives &/or approaches |  
  • 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 |  
| • Involvement in professional bodies related to teaching in your discipline |  
  • Evidence of uptake by others of initiatives &/or approaches |  
  • 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 |  
| • Evaluations of contributions to course development & improvement |  
  • Evidence of uptake by others of initiatives &/or approaches |  
  • 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 |  
| • Individual testimonials from staff, community members etc |  
  • Evidence of uptake by others of initiatives &/or approaches |  
  • Leadership roles  
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