

# FACULTY OF LIFE AND PHYSICAL SCIENCE AWARDS FOR EXCELLENCE IN TEACHING AND LEARNING

## Aim

The aim of these awards is to recognize, promote and reward excellent teaching and support of teaching within FLPS. Winners of Faculty Teaching Awards will be considered for the Carrick Teaching Awards.

<http://www.altc.edu.au/carrick/go/home/awards/pid/59>

## Categories

Awards are offered in six categories.

Excellence in Coursework Teaching, including

- Coursework Teaching
- First Year Teaching
- Early Career

Student Teacher Award

Programs that Enhance Student Learning

Excellence in Postgraduate Research Supervision

Excellence in Honours Supervision

Excellence in Student Support

The Faculty may award up to eight awards and more than one in any category. It may also elect not to make an award in one or more of the above categories. Commendations will be given to those staff members who the Judging Panel agrees should be acknowledged as having made advances in their teaching in the previous 12 months and a magnificent contribution to student learning.

## Nominations

Nominations can be made by students and staff. Self nominations are also accepted. Nominations for the Student Teacher Award and Programs that Enhance Student Learning are submitted by the Head of School.

## Deadlines

Applications from nominators are due in the Faculty Office by October 31. Award nominees will then be invited to lodge a Teaching Award application by December 2008. Winners will be announced at the Faculty Prize Giving Evening the following year.

## Adjudication

A judging panel will be set up to select the prize winners and will comprise: The Associate Dean Teaching and Learning as Chair, co-opted members of the FLPS T&L Committee that represent all schools, Associate Dean T&L from another Faculty, Faculty Manager, Faculty CATLyst, and two students enrolled in FLPS (one postgraduate, one undergraduate). If one of the members has submitted an application they must be asked to step down from the committee.

Prize winners will receive a certificate to be presented at the Faculty Prize Giving Evening, and a monetary prize of \$3000 per award.

**Conditions**

A person cannot receive the same award in two consecutive years.

## **CRITERIA FOR AWARDS IN EXCELLENCE IN TEACHING AND LEARNING**

Nominations can be in one of six categories A - F.

### **A AWARD FOR EXCELLENCE IN COURSEWORK TEACHING**

There are three categories for the Excellence in Coursework Teaching

#### **(a) Excellence in Coursework Teaching**

This award gives recognition to teachers (individuals and teams) renowned for the excellence of their teaching, who have made a broad and deep contribution to enhancing the quality of learning and teaching in higher education.

#### **(b) Excellence in Coursework Teaching for First-Year Teaching**

This award gives recognition to teachers (individuals or teams) renowned for the excellence of their teaching, who have made a broad and deep contribution to enhancing the quality of learning and teaching at the first-year level in higher education.

#### **(c) Excellence in Coursework Teaching for Early Career Staff**

The Early Career category is open to staff with no more than three years experience teaching in a higher education setting (This should be interpreted as three calendar years and includes all tutoring, part-time teaching, and teaching at other higher education institutions, but does not include teaching completed while the individual was a student).

### **Selection Criteria**

All nominees will be assessed on evidence they provide in relation to the following five criteria:

#### **1. Approaches to teaching that influence, motivate and inspire students to learn**

These may include: fostering student development by stimulating curiosity and independence in learning; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills.

#### **2 Development of curricula and resources that reflect a command of the field**

These 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; integrating student and industry (where relevant) perspectives into developing curriculum; demonstrating innovation to improve integration and delivery of a unit; communicating clear objectives and expectations for student learning.

- 3. Approaches to assessment and feedback that foster independent learning**  
These may include: integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs.
- 4. Respect and support for the development of students as individuals**  
These may include: participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education.
- 5. Scholarly activities that have influenced and enhanced learning and teaching**  
These may include: showing advanced skills in evaluation of teaching and reflective practice; using student/peer feedback to reflect on, and enhance unit development; identifying challenges encountered and developing methods to respond to these challenges; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching and learning; demonstrating leadership through activities that have broad influence on the profession; demonstrating leadership and teamwork to enhance coursework teaching and student experiences such as curriculum development with colleagues, involvement in mentoring and/or peer review.

## **B AWARD FOR BEST STUDENT TEACHER**

This award recognises that postgraduate students play an important role in the undergraduate teaching program.

**Nominations are to be submitted through the relevant Head of School.**

## **C AWARD FOR PROGRAMS THAT ENHANCE STUDENT LEARNING**

This award recognises learning and teaching support programs and services that make an outstanding contribution to the quality of student learning and the quality of the student experience of higher education. **Nominations are to be submitted through the Head of School.**

### **Program categories**

#### **1. Assessment and feedback**

This encompasses assessment initiatives that encourage students to develop and demonstrate higher-order skills and attitudes such as academic independence, ethical practices and values, and critical thinking; and feedback that is timely and supports students' learning development.

## 2. Educational partnerships and collaborations with other organizations

This encompasses partnerships between universities, with other organisations such as schools, professional bodies businesses and industries in collaborative approaches to learning and teaching.

## 3. The first-year experience

This encompasses the academic and social transition to higher education, teaching and learning within large student groups, and the quality of the first-year student experience.

## 4. Flexible learning and teaching

This encompasses approaches to learning and teaching that afford flexibility in time, place and/or mode of learning.

## 5. Innovation in curricula, learning and teaching

This encompasses innovations that encourage novel approaches to learning and teaching that encourage or support multidisciplinary and research-based learning and teaching approaches, and that utilise the potential of new or emerging technologies.

## 6. Postgraduate education

This encompasses programs that focus on postgraduate students, postgraduate coursework teaching and learning, postgraduate research supervision, and postgraduate learning support.

### **Selection criteria**

All nominations for Faculty Teaching Awards for Programs that Enhance Student Learning will be assessed on evidence they provide in relation to the following four criteria.

#### **1. Distinctiveness, coherence and clarity of purpose**

The extent to which the program has clear objectives and systematic approaches to coordination, implementation, and evaluation.

#### **2. Influence on student learning and student engagement**

The extent to which the program targets identified needs and directly or indirectly enhances student learning, student engagement, and/or the overall student experience of higher education.

#### **3. Breadth of impact**

The extent to which the program has lead to widespread benefits for students, staff, and the institution, or other institutions, consistent with the purpose of the program.

#### **4. Concern for equity and diversity**

The extent to which the program promotes and supports equity and inclusiveness by improving access, participation, and outcomes for diverse student groups.

The judging panel will take into account:

- evidence of the effectiveness of the program from formal and informal evaluation;
- degree of creativity, imagination and innovation; and
- evidence of the sustained effectiveness of the program.

## **D AWARD FOR EXCELLENCE IN POSTGRADUATE RESEARCH SUPERVISION**

This award gives recognition to postgraduate research supervisors (individuals or teams) renowned for the excellence of their supervision of postgraduate research students.

## **E AWARD FOR EXCELLENCE IN HONOURS RESEARCH SUPERVISION**

This award gives recognition to honours research supervisors (individuals or teams) renowned for the excellence of their supervision of postgraduate research students.

### **Selection Criteria for both Excellence in Postgraduate Research Supervision Award and Excellence in Honours Research Supervision Award**

All nominees for the research supervision award will be assessed on evidence they provide in relation to the following four criteria:

#### **1. Approaches to supervision that influence, motivate, and inspire students to learn**

These may include: fostering student development by stimulating curiosity and independence in learning; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning; inspiring and motivating students through high-level communication and interpersonal skills.

#### **2. Approaches to supervision and feedback that foster independent learning**

These may include: providing timely, worthwhile feedback to students on their research; management of group and/or individual progress; using a variety of feedback strategies; adapting supervision methods to different contexts and diverse student needs.

#### **3. Respect and support for the development of students as individuals**

These may include: participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their research; influencing the overall academic, social and cultural experience of higher education.

#### **4. Scholarly activities that have influenced and enhanced research supervision**

These may include: showing advanced skills in evaluation of supervision and reflective practice; using student or peer or other feedback to improve research supervision; participating in and contributing to professional activities related to research; demonstrating leadership and teamwork to enhance research supervision; making contributions to enhance research supervision more widely within the Faculty or school; sharing ideas with co-supervisors of research

students; coordination and management of research supervision; conducting and publishing research related to research supervision.

**F. EXCELLENCE IN STUDENT SUPPORT AWARD**  
**(Such as Administration, Demonstration, Preparation, IT Support.)**

This award recognises those who have made a significant contribution to student learning in a specific area of responsibility over a sustained period, and who are widely recognized for their achievements within the Faculty. Nominees can include technical and administrative staff.

**Selection Criteria**

All nominees will be assessed on evidence they provide in relation to one or more of the following criteria:

**1. Approaches that provide opportunities, influence, and motivate or inspire students to learn**

These may include: fostering student development by stimulating curiosity and independence in learning; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students.

**2. Respect and support for the development of students as individuals**

These may include: participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their education; influencing the overall academic, social and cultural experience of higher education.

**3. Scholarly activities that have influenced and enhanced learning and teaching**

These may include: showing advanced skills in evaluation and reflective practice; using student, peer or other feedback to enhance the services provided to academic staff and/or students; contributions to improvement of services essential to excellence in teaching and learning and student experience in the Faculty; integration of the innovation into teaching, leading to improved outcomes for students; the contribution that the improved materials or service has made to teaching and learning and student experience; collaboration and communication with colleagues to develop and deliver the innovation; coordination, management and leadership of courses and student learning; innovation in the design and delivery of the course material or service provided; demonstrating leadership and teamwork to support given to teaching and learning activities; participating in and contributing to professional activities related to learning and teaching; conducting and publishing research related to learning and teaching.

## **PROCESS FOR SUBMISSION OF NOMINATIONS AND APPLICATIONS FOR TEACHING AWARDS**

Nominations by students can be made through the Faculty Website: [http://www.science.uwa.edu.au/studentnet/teaching\\_awards](http://www.science.uwa.edu.au/studentnet/teaching_awards) up to 31<sup>st</sup> October. The following details are required for that nomination:

- Name of nominee(s),
- Name of Unit and/or Degree/Course (if applicable)
- Name of Award that the individual is being nominated for
- Justification for nomination. This should not exceed one page and should cite specific examples of innovation or a high standard of performance in teaching and learning, addressing the criteria listed above.

Nominees will be invited to lodge an application for a teaching award after 31<sup>st</sup> October. Details of the nominations will be provided to the nominee unless the nominee has requested that this information be kept confidential.

### **TEACHING AWARD APPLICATION**

Applications must be prepared in accordance with the Faculty Teaching Award Application Template (URL to be provided at a later date), and submitted through the relevant Head of School.

Nominees must emphasize the distinctiveness of their application and provide evidence of their excellence in teaching.

### **Excellence in Coursework Teaching Award, including First Year Teaching and Early Career**

The following are required

- i) Completion of the Excellence in Coursework Teaching Award Application Template (URL to be provided at a later date) addressing the five criteria.
- ii) Supporting material that is directly relevant to the nomination, such as selected examples of course materials including unit outlines, lecture handouts, assessments and assessment feedback forms. Supporting evidence such as SPOT, SURF, peer reviews, written student comments (Supporting material is limited to one: Website (URL), CD Rom or DVD, Video or audio tape or 10 pages of printed material)

Nominees are encouraged to provide digital material via a single URL.

### **Student Teacher Award**

Applications for this Award are submitted by the Head of School and require the completion of the Student Teacher Award Application Template (URL to be provided at a later date).

### **Programs that Enhance Student Services**

Applications for this Award are submitted by the Head of School and require the completion of the Programs that Enhance Student Services Application Template (URL to be provided at a later date) addressing the criteria.

### **Excellence in Research Supervision Award, Postgraduate and Honours**

The following supporting documentation is required:

- i) Completion of the Excellence in Research Supervision Award Application Template (URL to be provided at a later date) addressing the four criteria.
- ii) Supporting material that is directly relevant to the nomination, such as peer reviews, written student comments, SPORS, list of publications by postgraduate students, awards gained by postgraduate students (Supporting material is limited to one: Website (URL), CD Rom or DVD, Video or audio tape or 10 pages of printed material).

Nominees are encouraged to provide digital material via a single URL.

### **Excellence in Student Support Award**

The following are required:

- i) Completion of the Excellence in Student Support Award Application Template (URL to be provided at a later date) addressing one or more of the criteria as appropriate. The number of criteria nominated does not affect the Selection Committee's assessment of a nomination.
- ii) Supporting material that is *directly* relevant to the nomination supporting claims against the selection criteria e.g. SPOT, peer reviews, written student comments. Any additional materials should be selected to validate, but not repeat the claims made in the written statement. (Supporting material is limited to one: Website (URL), CD Rom or DVD, Video or audio tape or 10 pages of printed material)

Nominees are encouraged to provide digital material via a single URL.