



AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

AAUT GOOD FORMS OF EVIDENCE
EXAMPLES

PREPARED BY:
AAUT AWARDS TEAM
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To provide the nominees with an opportunity to align their evidence with the criteria and reinforce the fact that the provision of sufficient and appropriate evidence is integral to their claims.

- To determine what evidence are highly recommended and how nominees can improve their applications for the AAUT scheme, in terms of qualitative and quantitative data.
- To understand what evidence works well and how nominees can improve the evaluation and presentation of evidence, in terms of content, structure, and the variety forms of evidence.
- To develop examples against which to benchmark the criteria.

OVERVIEW

I focused on the needs of the regional students when developing the work placements to ensure students gained relevant industry experience and increased their confidence and employment readiness; dramatically increasing their chances of transitioning into graduate roles in accounting. The success of this program is evidenced by the sustained growth of participants from the initial two in xxxx in 2011 to 24 in 2020. Of even greater import is the fact that 94% of those in xxxx, and 90% of all regional participants, have attained ongoing employment as a direct result of their internships. The significance of this can be seen when these outcomes are compared to the average full-time employment data for graduates with a degree in xxxx in the 2011 and 2016 Census¹ (61% and 46% respectively) and when compared to the average across xxxx' regional areas (52% and 49% respectively).

In this paragraph, the nominee makes a statement, then provides evidence. The nominee then takes it further and discusses the impact with a couple of statistics and then to the next step of moving it from discipline to benchmarking with other disciplines across the institution. The nominee also uses a contemporary quote to support the significance of the work.

CRITERION A: POSITIVELY IMPACTED ON STUDENT LEARNING, STUDENT ENGAGEMENT OR THE OVERALL STUDENT EXPERIENCE FOR A PERIOD OF NO LESS THAN THREE YEARS.



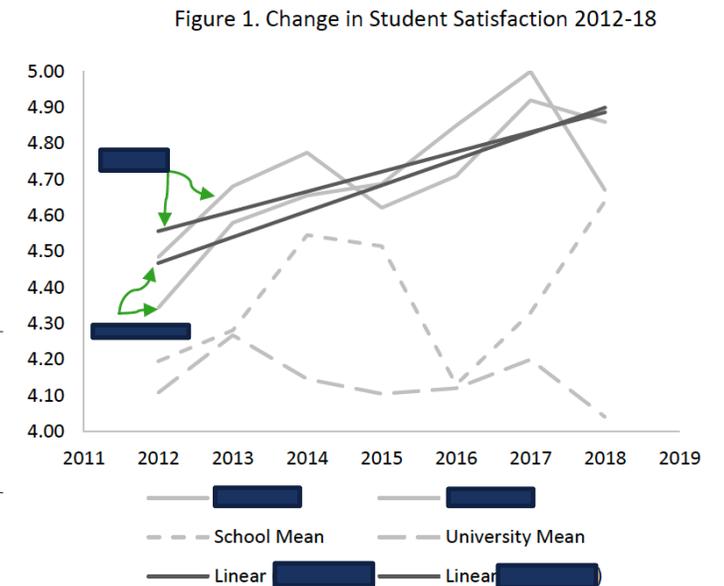
- Significant impact on student learning experiences with evidence of improvement over 5 years through several evaluation process and part of research, iSOLT activities. Strong student evaluation.
- Contrasting pre and post student responses (qualitative) to improve and enhance students learning.

In 2013, I was very grateful to receive a [redacted] University Postgraduate Students' Association Online Teacher of the Year Award. Of my five [redacted] teaching awards, this is the most treasured because it was student-nominated. It was a turning point for my teaching – I became motivated to invest in evidence-based evaluation, applying Brookfield's (1995) advice around multiple evidence points. I used feedback from esteemed teachers by participating in a national, multi-institutional trial of a Peer Assisted Teaching Scheme. This really helped me adapt my course delivery without reducing the student experience as student numbers increased from 12 to 60. I also used Brookfield's Critical Incident Questionnaire (CIQ, 1995) as a lens into students' experiences. I shared my reflections on what I 'heard' with students and adjusted my own teaching transparently and publicly in response. I used a reflective journal assignment as a second 'window' on student experience (Wals, 2014).

'At first I was very reluctant to do this ... quite overwhelming. However ... I realised it was a great way to really think about everything I had learnt in the course and how that relates to my career' (student survey, 2014).

Another survey evaluated the ten stages of transformative learning (Mezirow, 1991). My data showed all my students went through one stage of transformational learning, and 73% went through 5+ (CV refs 26 & 27). Standardised university Student Feedback on Courses (SFC, /5), show student satisfaction consistently improved over 8 years (Figure 1).

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CRITERION B: GAINED RECOGNITION FROM COLLEAGUES, THE INSTITUTION, AND/OR THE BROADER COMMUNITY.



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Over xxxx years I successfully applied for a total of xxxx in competitive course development funding. I updated the xxxx core courses in line with my industry experience working on complex projects. My funding paid all sessional staff teaching in the program to collaboratively coordinate courses. My impact was acknowledged by xxxx Faculty Staff Awards for Sessional Academic of the Year... and a Vice-Chancellor's Award for Sessional Staff Teaching Excellence ...I successfully sought funding to design... elective course xxxx Implementing Resilience & Addressing Complexity to replicate my own workplace experience. I taught this intensive course for xxxx years for small groups of students (up to xxxx students at a time) with average student satisfaction rating of xxxx and won the DVC Academic's Merit List Award for this teaching... The course's success resulted in a second invitation, and associated funding, to design a completely a-disciplinary course xxxx Unravelling Complexity in a new transdisciplinary xxxx Master of Studies program...I really became excited when my graduating students were using their learning to change the world. After discussing an idea within a course, one student founded and became the Managing Director of 'xxxx Sustainable Living', winning the xxxx Australian Association of Environmental Education xxxx Environmental Community Educator of the Year Award. Another integrated her coursework learning into her role managing urban cooling for xxxx City Council, winning both a Council 'Shine' Award in 2016 for her Action Plan and the xxxx Government's Premier's Sustainability Award...

Evidence of successful implementation of new courses to integrate quality transdisciplinary education into first and second year which are recognised with several awards including the teaching award and DVC commendation, the Australian Association of Environmental Education for the Environmental Community Educator Award, Council 'Shine' Award and the Victorian Government's Premier's Sustainability Award.

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The xxxx have also had international impact, having been disseminated to 1000 project stakeholders, a national and five international sustainability networks (across Asia, USA , and Europe). I was invited to present at the xxxx conference..., received invitations to speak to two UN Regional Centers of Expertise in the UK and Austria... and was invited Keynote at the xxxx Conference in 2019... At the University of Hong Kong, the xxxx have been used to revise the Environmental Science major in the BSc. In the USA, the National Council for Science and the Environment (NCSE) have sought guidance on how to develop learning standards for environmental education based on our experience.

Innovation adopted by other colleagues across faculty. The Standards were endorsed nationally and internationally by the Australian Council of Environmental Deans and Directors and the Environment Institute of Australia & New Zealand Inc. The national and international impact further evident in dissemination of the LTAS across Asia, USA, and Europe.

CRITERION C SHOWN CREATIVITY, IMAGINATION AND/OR INNOVATION.



I pioneered online oral presentation assessment called a Pecha Kucha PowerPoint® presentation (20 slides, 20 seconds each, images only with voiceover): each week different students presented course content to student colleagues and facilitated discussions. In a scholarly approach to this innovation, I led a university-wide research project to evaluate xxxx online oral communications assessments across xxxx Faculties at xxxx.... Our quantitative analysis of student survey data showed that student experience of these assessment tasks improved with relevance, student capacity, and access to technology, time, and support...We showed undergraduate and female students perceived their capacity to undertake such tasks more negatively i.e. they needed targeted support (clear instructions, encouragement, quick responses). Analysis also showed that 'attitude' (intrinsic interest, behavioural intentions, and perceived usefulness of the technology) all determined students' engagement...Responding to our findings, I invested more time in developing clear instructions, included high-quality examples and ensured formative feedback within xxxx hours...I disseminated my teaching approach and resources via the xxxx blog (xxxx page views, xxxx users in Australia/USA) and a book chapter...students do multiple surveys measuring varying aspects of learning in all the core courses. These surveys help students evidence their reflective journal assessments and their employability and enable us educators to evaluate our constructively aligned curricula.

Pecha Kucha presentations thoroughly evaluated and disseminated as approach to assessment. Incorporation of learning analytics as part of reflective teaching practice.

CRITERION D: DRAWN ON THE SCHOLARLY LITERATURE ON TEACHING AND LEARNING TO INFORM THE DEVELOPMENT OF INITIATIVES, PROGRAMS AND/OR PRACTICE.



I share my expertise internationally through a strong publication track record of xxxx book chapters, xxxx journal articles, xxxx reports and xxxx conference presentations (see CV). I share resources and research through a blog, xxxx (xxxx new users, xxxx page views since inception 2015). This is linked to Twitter xxxx: xxxx followers), LinkedIn (xxxx connections) and YouTube (xxxx views), all disseminating contemporary complexity science practice...I currently lead a SoTL Community of Praxis (CoP) in my Faculty. The CoP begins to bring the Faculty into alignment with TEQSA's 1018 guidance for scholarship. I coordinate meetings, invite presentations, and organise writing retreats. I am also active in Developing Expertise Fostering Thinking (DEFT), a small, cross-institutional collaborative PD initiative...I was awarded the internationally peer reviewed Senior Fellowship of the Higher Education Academy (Advance HE, UK) for my... high-quality teaching practice and growing leadership in complexity teaching...

Clear description of professional learning journey in scholarship of teaching and learning, coupled with a consistent publication output relating to teaching innovation (papers, book chapters). Significant contributions to the scholarship of teaching and learning. Evidence of extensive SOLT and achieving teaching fellowship such as the HEA Fellowship.