



Applying for 2018 UTS Learning and Teaching Awards and Citations

Katrina Waite

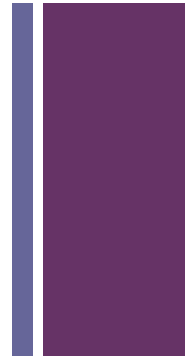
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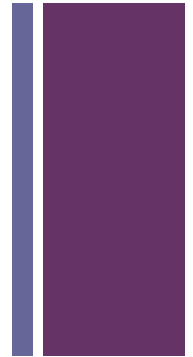
+ Changes for 2018

- Streamlined applications – less writing
- Simpler nomination form
- Learning.futures peer review summaries may be included (optional)





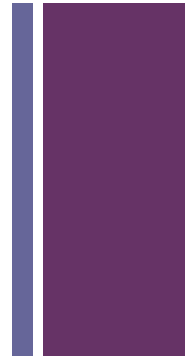
Citations Scheme



- Recognises diversity of contributions – no specific categories
- May be team or individual
- Address only one of the selection criteria
- Submission is 2 pages plus attachments
- Citation winners are eligible to apply for UTS Learning and Teaching awards in subsequent years and national awards administered by Universities Australia

+ 9 Learning and Teaching Award Categories for 2018

- Team Teaching
- Individual Teaching
- Early Career Teaching
- learning.futures
- Teaching by a casual or sessional staff member
- Strengthening the UTS Model of Teaching and Learning
- A contribution to Social Impact in Teaching and Learning
- Integration of Indigenous Professional Capabilities into Curriculum
- Academic support

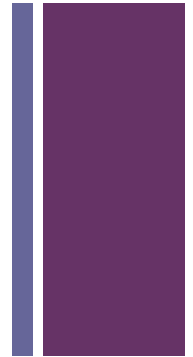


+ What's the UTS Model of Learning?

- Link on the UTS website and on application guidelines
- 3 facets
 - 1. an integrated exposure to professional practice through dynamic and multifaceted modes of practice-oriented education
 - 2. professional practice situated in a global workplace, with international mobility and international and cultural engagement as centre piece.
 - 3. Learning which is research-inspired and integrated, providing academic rigour with cutting edge technology to equip graduates for life-long learning.

+ learning.futures

- A suite of projects and initiatives make up learning.futures, including:
- The UTS Model of Learning the Graduate Profile Framework;
- Graduate Workplace Success strategy and
- ongoing innovation in curriculum design and assessment
- Postgraduate futures
- learning.futures is also characterised by the practices developed through the Learning2014 initiative. These practices aim to combine the best of online and face-to-face teaching and make use of the new spaces on campus that have been designed to accommodate approaches such as flipped and collaborative learning.





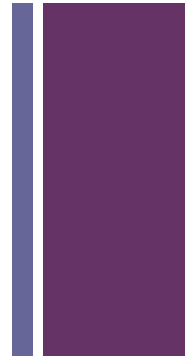
Eligibility for Citations

- At least three years of UTS service required, except for Casual Academics
- Casual Academics must have at least 4 sessions of teaching at UTS – not necessarily consecutive
- Team leaders must have three years teaching, and other team members - two years
- Exclusions in the same category for previous winners
- Please refer to printed guidelines and contact katrina.waite@uts.edu.au if unsure
- Questions?



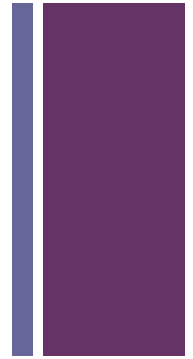
Eligibility for Learning and Teaching Awards

- At least three years of UTS teaching required
- Team leaders must have three years teaching, and team members must have two years.
- Casual Academics must have at least 4 sessions of teaching at UTS – not necessarily consecutive
- Exclusions in the same category for previous winners
- Please refer to printed guidelines
- Questions?





Citations - Criteria for Selection



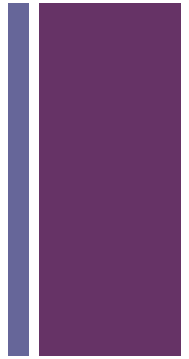
Address one of the following:

1. Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.
2. Development of curricula, resources or services that reflect a command of the field.
3. Evaluation practices that bring about improvements in teaching and learning.
4. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience. This includes contribution to the development of good learning and teaching practices through leadership or mentoring.



Learning and Teaching Awards - Criteria for Selection

For all award categories – address at least 2 of the criteria.

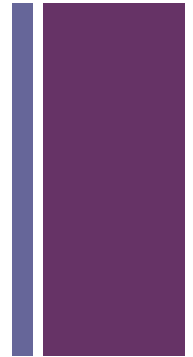




Write to your audience

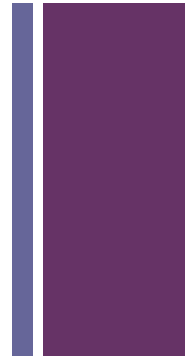
- The selection committee

- Don't assume they understand the language of your discipline
- DVC (Teaching, Learning and Equity)
- An undergraduate student
- A postgraduate student
- A previous winner
- A Professor or Associate Professor nominated by Academic Board
- A representative nominated by Director of the Centre for the Advancement of Indigenous Knowledges



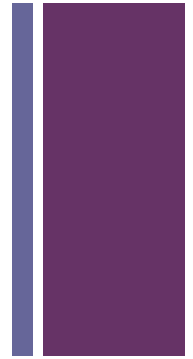
+ These applications are a genre

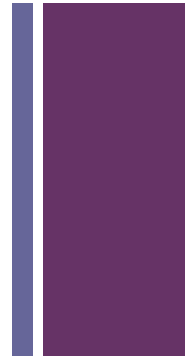
- Important to include something about your philosophy of student learning towards the beginning of statement
- Good to establish context – what is unique, challenging, about the context – then show how you address the challenge
- When presenting evidence, a useful approach is:
 - “Claim, Explain, Evidence” – Repeat
- The application needs to be written about student learning and your contribution to it, rather than your approach to teaching
- Consider beginning sentences with “Students” rather than “I”
- Evidence is best if it demonstrates “impact on student learning” rather than simply appreciation of you as a teacher.



+ How they are assessed

- The nomination will be judged against the chosen criteria on the extent to which it shows evidence, particularly evidence of evaluation in the written statement, that the nominee's contribution has:
 - a. influenced student learning, student engagement or the overall student experience
 - b. gained recognition from fellow staff, the institution, and/or the broader community
 - c. been sustained for an appropriate period
- Innovation is also well regarded





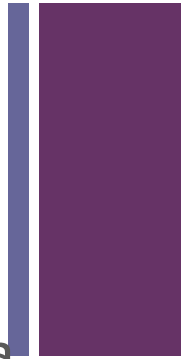
Evidence of contributions to students' learning, engagement and/or experience of university to support your claim – **CRITICAL!!!!**

- Evidence of a scholarly approach, framed by a conscious philosophy.
- Clear descriptions of particular practices relevant to the contribution(s), with concrete examples.
- Achievement of positive student outcomes relevant to the contribution. (Please refer to guidelines for suggestions)
- Important that evidence goes further than “XXX is great” needs to add “....because xxx really helped me understand a really difficult thing”
- Positive student feedback, from SFS or other relevant indicators depending on the contribution. In many cases, evidence will also include how the applicant(s) have responded to feedback over time in order to refine/improve the contribution.



Evidence cont:

- Peer review or recognition of the contribution - Might include learning.futures peer review report or summary as a supporting document
- Scholarly communication of the contribution, for example through Faculty or UTS seminars or Teaching and Learning forums, conference papers or publications, futures blog
- For leadership contributions, evidence may focus on impacts on teaching or support practices in a course or program that contribute to student outcomes
- Evidence of internal recognition of the contribution within UTS, and/or evidence of external recognition from professional bodies, employers or other universities
- Formal evaluations





Citation Nominations

- Nomination form – signed by all team members
- Two written references of no more than a single A4 page each, provided by people who are able to make informed comment on the applicant's contribution

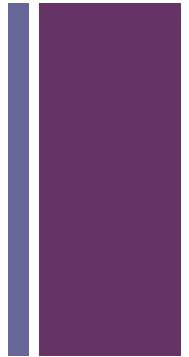
(Not Dean /A/Dean/ Head of School/ Unit Director)

- TWO page written statement conforming to guidelines 11 pt and 2cm margins
- Student Feedback Surveys for at least the last two years – Use the summary report from PQU (not your own printed versions)
- Equivalent evaluation evidence required for student support applications.
- Postgrad supervision applicants are advised to use the RSFS
- Optional learning.futures peer review report or summary (cont)



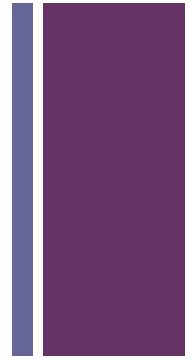
Citation Nominations (cont)

- Committee will also contact your Dean and Associate Dean/Head of School or Unit Director for confidential written comments
- (Make sure that you advise all of these referees about the nature of your application)
- No additional supporting documentation
- Submit your application in one pdf document by email to Philippa.Scott@uts.edu.au and to copy to Katrina.Waite@uts.edu.au by 10am Friday 26th October 2018.





Learning and Teaching Award Nominations

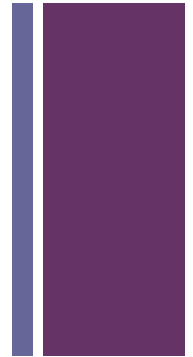


- Nomination form
- Two written references of no more than a single A4 page each, provided by people who are able to make informed comment on the applicant's contribution
- Not Dean/ A/Dean / Head of School
- Up to FOUR page written statement conforming to guidelines – 11 pt and 2cm margins
- Student Feedback Surveys for at least the last two years – Use the summary report from PQU
- Equivalent evaluation evidence required for student support applications.
- Postgrad supervision applicants are advised to use the RSFS
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(Cont)



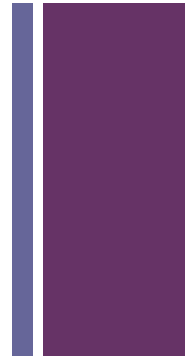
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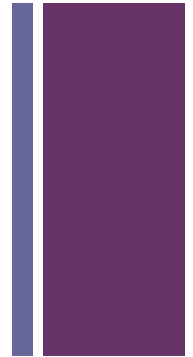
+ Conditions of Award

- Prize money will be paid into an account within the recipient's faculty or unit
- The funds may be used to further the recipient's academic career
- The prize money will not be paid to the recipient in cash.





Pathway to National Recognition – National Awards



- New scheme to be announced – we expect:
- Similar Criteria
- For Citations you address one criterion
- For National Teaching Awards you need to address all the criteria
- Need to present strong evidence including evidence of recognition within your own university – UTS Citations and Teaching Awards provide this

+ UTS 2017 AAUT Citation Recipients

- **Dr Amanda White - Business**

- For developing and delivering an innovative curriculum and resources to make the study of auditing accessible and engaging for undergraduate accounting students

- **Dr Stephen Woodcock – Maths/ Science**

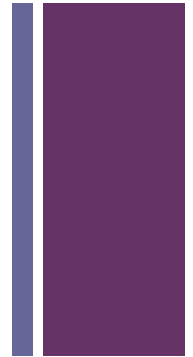
- For development of curricula and resources to foster enquiry-oriented and research- inspired thinking in the applied mathematical sciences

- **Nursing and midwifery team – Indigenous professional Capability – Faculty of Health**

- For developing Indigenous professional capabilities as every nursing and midwifery student's business: innovating student learning through distributed leadership and active collaboration

+ UTS 2016 AAUT National Awards for Teaching Excellence

- Associate Professor Heidi Norman - FASS – Neville Bonner Award for Indigenous Education



+ UTS 2016 OLT Citation Recipients

- **Dr Mark Watsford**

- For developing highly-skilled, work-ready sport and exercise science graduates, through industry-based curriculum design and practice-oriented activities that inspire learning.

- **Dr Jurgen Schulte**

- For providing individual student support and authentic, adaptive learning, in a 'whole system' curriculum development approach, to enhance student engagement and learning in science.

- **UTS HELPS (Higher Education Language and Presentation Support)**

- For the development of language and academic literacy through positive, student-centred experiences, to enhance confidence and independent learning.

- **UTS First Year Experience Team**

- For supporting student transition and success through engaging academic and professional staff in curriculum innovation and collaborative communities.



+ Contacts

- Questions?
- Contact: IML Faculty Liaison Academics
- Katrina Waite x2480
- PQU summary reports
PQU@uts.edu.au
Or
[Alvin Chan](mailto:Mau.Chan@uts.edu.au) email: Mau.Chan@uts.edu.au

