

Applying for a UQ Teaching Award

Awards for Excellence in Teaching and Learning

THE UNIVERSITY OF QUEENSLAND
ARAYA KALA
CREATE CHANGE

Awards for Excellence in Teaching and Learning

Citations for Outstanding Contributions to Student Learning: Tutors

Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.

The Brisbane River pattern from *A Guidance Through Time*
by Casey Coolwell and Kyra Mancktelow.



Agenda

ADMINISTRATION TIPS

Eligibility

Categories and Assessment Criteria

Application Process + Key Dates

WORKSHOP

Teaching Award Narratives

Evidencing your Contributions



What this award is not.....

What makes you stand out from the rest? Why is your great work better than those around you?



Citations for Outstanding Contributions to Student Learning: Tutors

About the Award

Intended to recognise individuals who demonstrate how their teaching makes a significant contribution to student learning and engagement at The University of Queensland.

The term “Tutor” is used to capture the outstanding practices of lab demonstrators, problem-based or case-based learning (PBL or CBL) leaders, clinical educators and supervisors as well as tutors of small and large group tutorials across a range of settings. These UQ employees lead classes, tutorials, workshops, labs, practical sessions, problem-based or case-based learning, drop-in sessions, peer assisted study sessions and groups online.

There are **no** Nomination Categories.

General Eligibility

Application is open to individuals, not teams, who are part-time or sessional.

Tutors, demonstrators, institutional associates or industry fellows, academic title holders, clinical education staff, and/or professional practice supervisors who teach may apply.

Course Coordination activities fall outside the scope of this award. If your evidence primarily asserts your excellence in Course Coordination as a sessional or part-time staff member, you are encouraged to apply for a COCSL rather than a T-COCSL.

All applications must relate to contributions to student learning at The University of Queensland that have been sustained for a period of at least three (3) semesters (not necessarily continuously). There is no requirement to meet a minimum number of teaching hours per semester.

Previously unsuccessful T-COCSL award applicants are eligible to reapply.

Eligibility of previous recipients

Previous winners of a University of Queensland T-COCSL are not eligible to reapply.

Previous winners of University of Queensland COCSL, ATE, and APEL and/or AAUT COCSL ATE and APEL are not eligible to apply. .

What criteria do I need to write to?

Each teaching award application must be written to address a category or series of categories as well as in response to the assessment criteria.

T-COCSL

T-COCSL applicants are invited to address **one** of the following categories, determined by the nature of their contribution to student learning. Please note that all course coordination activities fall outside of the scope of this award.

Expressions of interest and applications will be assessed on evidence provided in relation to one of the below categories:

- Assists students to make effective connections between theory and practice
- Promotes learner engagement in innovative or creative ways
- Creates an inclusive learning environment for diverse learners
- Provides quality formal and/or informal feedback to students in class and/or on assessment tasks

T-COCSL Expressions of interest and applications for T-COCSL will be assessed against the responses to the criteria, and the extent to which the submission shows evidence that the applicant's teaching has:

- Impacted student learning, student engagement or the overall student experience demonstrated in student testimonials, or student improvement in results, and/or strong SETutor results.
- Shown creativity or innovation, irrespective of whether the approach involves digital technologies.
- Been sustained over time (min. three (3) semesters of teaching).
- Gained recognition from students, staff, School, Faculty, and/or the University.
- Demonstrated use of scholarship, or research or professional learning or other evidence-informed approaches as the basis for effective practice

(Refer to page 15 of the Application Information and Instructions)

What to Submit?

T-COCSL

Online Form

- Applicant details
- Chosen category
- Proposed citation (25 words)
- Overview of contribution and its context (300 words)

File Upload

- Summary of evidence to address the chosen criterion (one A4 page)
- Reference list on a separate page
- SETutor Report for three teaching semesters from any year, as appropriate to the application. Applicants may include a short explanation supporting this document if desired; and One written advocate statement from a UQ Teaching Focussed or Teaching and Research Academic.

If no SETutor Reporting is available, please submit two advocate statements from two different UQ Teaching Focussed or Teaching and Research Academic.

[Submit your EOI here](#)

How your application is assessed: Remember the *5S model*

Students

- Impacted on student learning, student engagement or the overall student experience

Staff

- Gained recognition from staff, the University, and/or the broader community

Sparkle

- Shown creativity, imagination or innovation

Scholarly

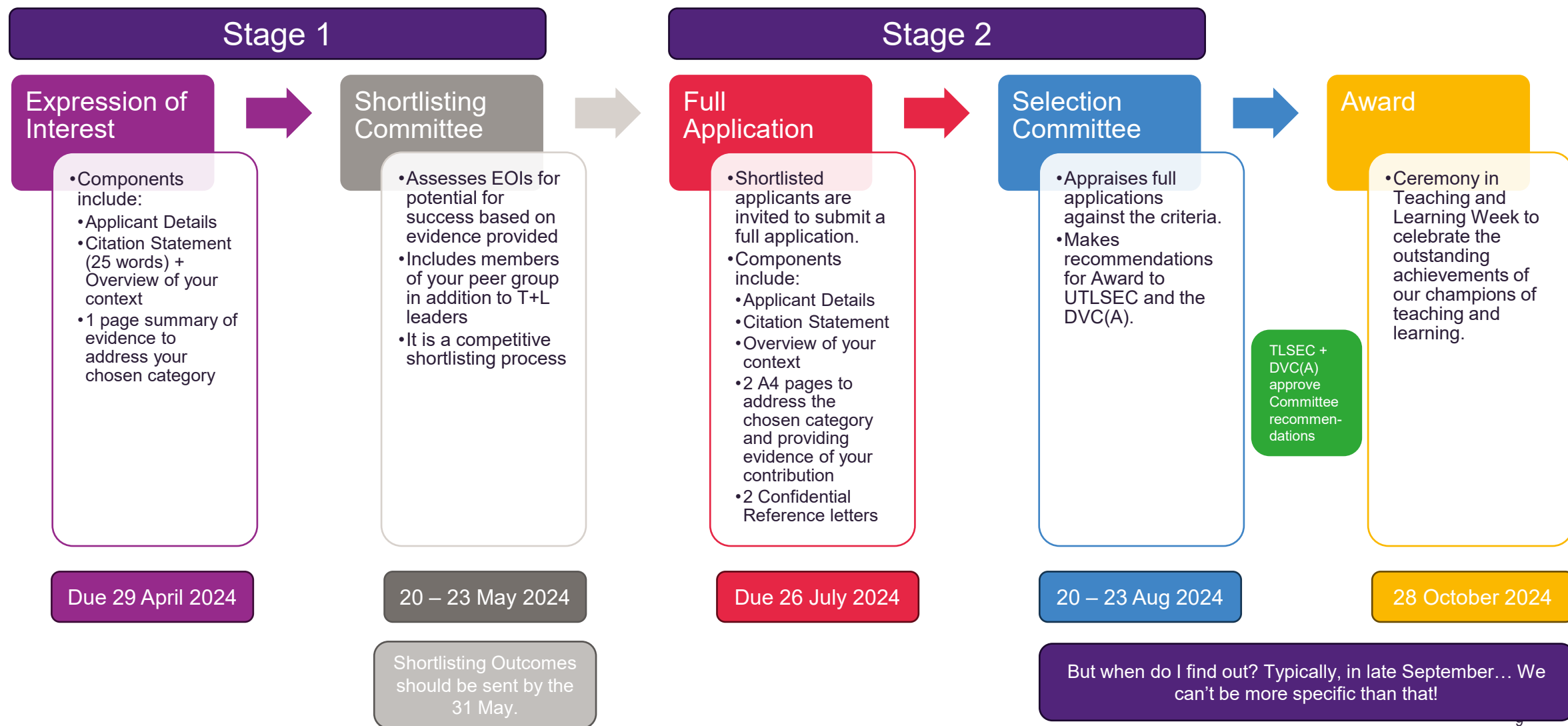
- Drawn on scholarly educational literature

Sustained

- For three semesters



Application Process: Who does what and When?



Teaching Award Narratives

Teaching Award Narratives

Credit: Associate Professor Jack Wang

Tell us a story...

Talking about teaching is hard. It's not obvious how your teaching can have impact beyond your classroom.

What's the problem?

"Problematizing" a piece of work sets up your story of innovation in both teaching and research.

This applies to the *Overview of your context and contribution* section of your application but should be demonstrated throughout.

Consider that there are several narrative structures that might suit your application:

- **The Hero's Journey:** A hero goes on an adventure, learns a lesson, wins a victory with that newfound knowledge, and then returns home transformed. There are stages (Departure, Initiation, Return). *Can you describe your innovation in terms of this journey? Why did you leave your familiar world? How did you navigate an unfamiliar world? What does the familiar world look like now that you're returning?*
- **Bildungsroman / Künstlerroman:** a genre that focuses on coming of age or the growth of the protagonist from childhood to adulthood, in which character change is important. *If your teaching wasn't changed by your students' need... Why was it changed by you? How has it changed you? And then what effect did that change have on learning?*
- **Rags to Riches:** an underdog gains new privileges and must balance the responsibilities that come with it.
- **The Quest:** fulfilling an objective while conquering obstacles
- **Voyage and Return:** travel to far-away lands to acquire new wisdom.
- **Comedy or Tragedy:** were you underdone by character 'flaw' or fate. *This might be deconstructing the worst SECaTs of your career, a response to unforeseen events.*

Tell a story to set up your application. Explain what you do as different and distinctive, and very importantly why you have changed the way you teach *for the benefit of your students*. But! It's only the first part.

Teaching Award Narratives

Why this approach?

What educational theories inform/align with your teaching?

How have they shaped your teaching philosophy and impacted your interactions with your students?

This is part of your **justification** for why you know your approach is appropriate. It's a critical piece that's often neglected.

Behaviorism

Cognitivism

Constructivism

Humanism

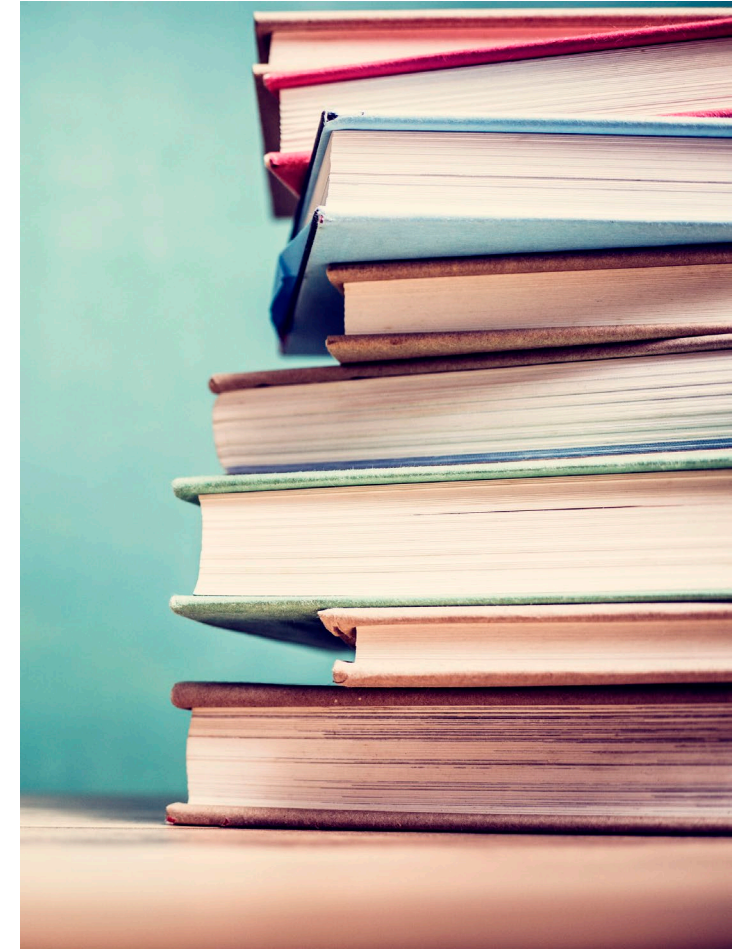
Connectivism

Transformative learning theory

Social learning theory

Experiential learning theory...

[A free digital tool to help you write a teaching philosophy statement if you're not sure of the name of your pedagogy.](#)



Teaching Award Narratives

Who does this impact?

This is part of your **justification** for why you know your approach is successful. If you do not reflect on the impact on **learning** you will not be successful

Your students?

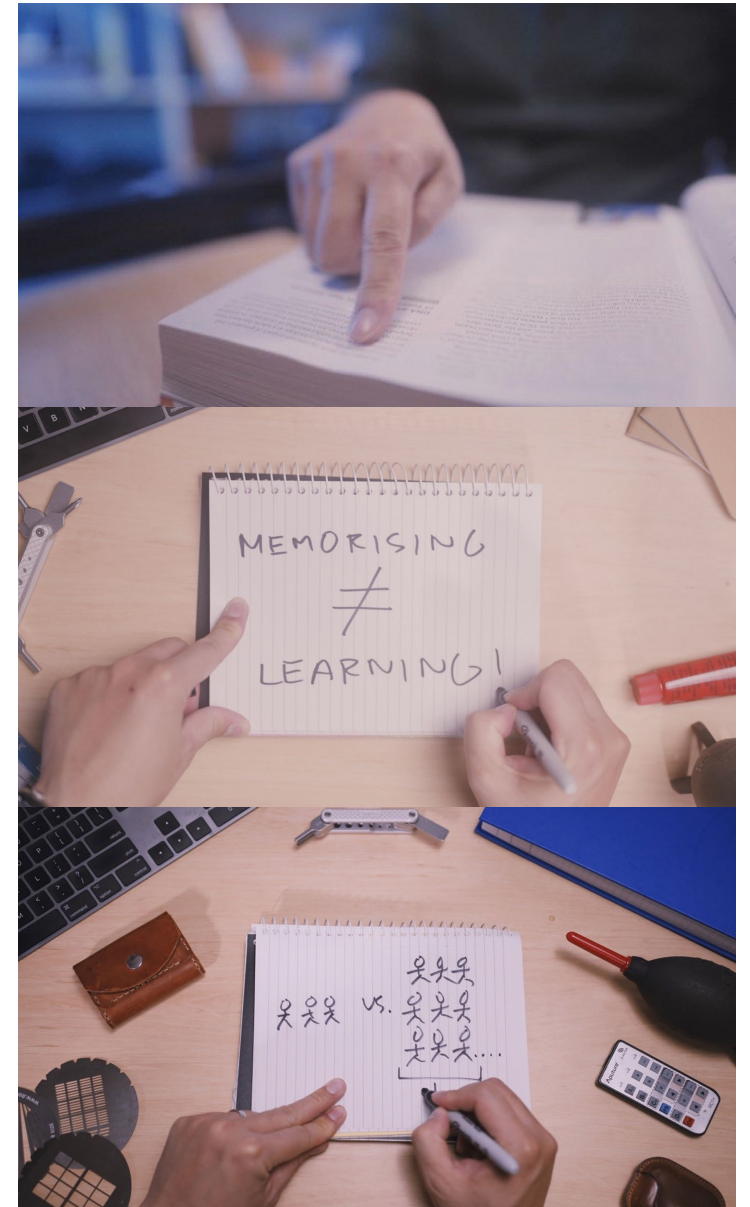
Your colleagues (and their students)?

Your School?

Your Faculty?

UQ? Other Unis?

Discipline wide? Cross-discipline?



Citation Statements

Examples



“Finding my voice”:
fostering independent
identities through
transformative learning
and assessment design in
music teacher education.
(A/Prof. Julie Ballantyne,
COCSL Recipient 2014)



For *‘making us feel like
real doctors’*: an innovative
case-based learning model
promoting application of
knowledge and
development of clinical
reasoning skills in medical
students.
(Clinical Science Lead
Educators, COCSL
Recipients 2018)



For promoting experiential
learning of mining
engineering without
digging up the classroom
floor: authentic education
via the integration of
international expertise,
industry best-practice and
virtual reality.
(Dr. Christopher Leonardi,
COCSL Recipient 2018)



For innovative and
technology-based
approaches to curriculum
and technical skills training
in the veterinary disciplines
fostering animal welfare in
partnership with student-
centred teaching and
assessment.
(Prof. Rachel Allavena,
COCSL Recipient 2021)



For bridging traditional
teaching practices with
digital technologies to
enhance student
engagement and learning
in large undergraduate
psychology courses.
(Dr. Michael Thai, COCSL
Recipient 2020)



What constitutes evidence to support your claims?

How do you know your practice works?

Sustained Nature of Contribution

Multiple voices

Sustained Nature of the Contribution

Not simply evidence of longevity - Sustained practice could just be repeated bad practice!!!!

Ethos of

- Continued improvement
- Evidence-informed enhancement building on experience
- Implies....

Time to build an evidence base

what are other words for sustained?



continuous, uninterrupted, constant, persistent, prolonged, continual, unbroken, continued, supported, steady



Thesaurus.plus

Justifying your practice

what are other
words for
justifying?

extenuating, mitigating,
vindicating, qualifying,
exculpatory, explain, defend,
vindicate, warrant, rationalize



 Thesaurus.plus

What needed improvement?

- How do you know it was needed?
- What wasn't going well?

How did you intervene?

- How do you know that intervention was appropriate?
- What literature/ experience/ research/ evidence did you draw on?

What evidence is there of your intervention working?

- How did you know that there is impact on **student learning**?
- What was different about the student experience and how do you know?

What do you plan to do next?

- Anyone else pick it up?
- What have you learnt?
- What would you do differently?

Four Key Sources of Evidence

Student
Learning

Student
Experience

Peer
Evaluation

Self
Evaluation

Activity

Let's Get Started

Where can I get help?

ITaLI 1:1 Consultations

15-minute online consultations with a member of ITaLI staff. Not suitable for proofreading a draft but can provide guidance on eligibility, award rules, and evidencing your contribution.

Your Peers

Talk to your colleagues. Share drafts with them. Peer to peer feedback is often the most insightful and helpful mechanism for improving an EOI or application. Often, your colleagues know more about you and your work than you can clearly explain yourself.

Your Faculty

Reach out to your Faculty Teaching and Learning office or [an Award Winner](#) in your Faculty.

Some additional resources

UQ's Award Exemplar Library

(behind a login wall)

This library showcases the applications of some of UQ's award winners across categories. Even those applying in a new category of award should be able to find some value in reading through the exemplars for a sense of genre and style, as well as the kinds of evidence presented.

If you're interested in learning more about narrative types, you might like to have a look at:

[The seven basic plots : why we tell stories / by Christopher Booker](#)

[The Fundamentals of Narrative](#)

Helpful Handouts

[Addressing a learning challenge \(PDF, 165.5 KB\)](#)

This document outlines Deanne's activity in assisting you to get started with planning your EOI. If you follow the steps, this will give you a solid foundation for both your EOI and full application, if successfully shortlisted.

[Evidence for your application \(PDF, 107.1 KB\)](#)

A list of some sources of evidence that you might chose to draw from. This list is not exhaustive

[NEW: Key elements of a successful application \(PDF, 128.5 KB\)](#)

Adapted from AAUT guidance, this matrix identifies and defines the elements of the application that the Shortlisting and Selection committees are looking for.

AAUT Resources

While the scope is different for University teaching awards, the resources developed by the AAUT team provide excellence guidance on the award application genre.

You might find these resources helpful:

1. [2023 Examples of Effective Evidence](#)
2. [How to write a winning Learning & Teaching Award application \(USQ\)](#)
3. [Learning and Teaching Practice Evaluation \(and Impact\) Framework \(USQ\)](#)