

Collecting evidence for your Teaching Award application

Congratulations – you've been acknowledged as a potentially award winning teacher at UQ! That's an awesome feat and hopefully you've taken a quiet moment of self-congratulation, before you settle down to the task of proving that you are who and what you say you are.

This brief outline aims to provide some guidance to helping you put together your application. It starts with an exercise designed to help you articulate what it is that is unique about you and your teaching, offers some suggestions about possible sources of evidence to support these claims and some strategies to validate what you have claimed.

Making your claim

Are you...

- a) Reporting on a unique, innovative, successful manner of addressing something that students find a learning challenge?
- b) Claiming that there is something special about the way that you teach?

The follow steps can help you develop your application by developing a focus for your claim. Select the appropriate section and simply write down 4 sentences.

Addressing a learning challenge

Write down 4 sentences that summarises your EOI

1. State the context.
Tell us about the discipline, the year level, the students, something that puts us in your picture
2. Identify a learning challenge.
What do your students find tough to learn in your discipline; perhaps it may be something that places them in a troublesome spot as their understanding is questioned; perhaps a skill that's needed
3. Write down the implications of the learning challenge.
What are the impacts on the students if this is not addressed? What does that look like for them and for you as a teacher?
4. Offer your solution to the learning challenge.
So how did you fix it?

A unique teacher

1. State the context.
Tell us about the discipline, the year level, the students, something that puts us in your picture.
2. Draft a **startling** statement about your teaching.
What makes your teaching different or what is it that makes your students different. What do you believe about teaching?
3. Provide some examples of actions/ behaviours that typify your startling statement.
Tell us about what makes you different from all the rest? Why do you stand out as a teacher
4. Write down the implications of your actions.
So what happens for your students as a result of what you bring to the teaching?

Once you have that in hand, then you can start looking at ways that you can substantiate that claim.

Proving your claim

So what evidence do you have that this is a solution or is startling? What can you offer a reviewer, who doesn't know you from Adam, as an insight into your classroom?

When you are looking for evidence to support your submissions, focus on the collecting and describing evidence that shows the following:

1. the impact on your students learning
2. that there has been breadth and /or depth of impact by collecting information that about what has happened around you as a consequence
3. that the impact has been sustained over a period of time (aim for at least 3 years)
4. that there has been some recognition from your peers, particularly if originating from beyond your course or program, discipline area or school.
5. examples from your practice
6. a breadth and depth of data by drawing from multiple sources
7. that any evidence is overtly linked to your claims

Examples of data sources you can draw on

Within the course/ program

- Attendance figures, retention, enrolment
you can get these from the Reportal or your school admin officers. Have they gone up as a result of your work? Are there more student attending, staying? Quality of students applying- increase OP scores etc.
- Trends in grade data
any changes? What's happening in the semester? Do grades improve by the end of the semester?
- Discussion board participation rates and comments
why not conduct qualitative analysis on reflection work by students.
- Student surveys
any informal surveys that you may have got students to do? How does your class compare to the national average in AUSSE items
- Student achievements or outcomes
have you got any information about student employment outcomes, further study, awards & prizes. Contact the Alumni office – maybe you can get some post graduate feedback. Employment trends of graduates including international, post docs,
- Solicited or unsolicited student comments
emails, letters, phone calls, things that they have said in corridors (that others witnessed)
- Innovations details
What you did, what the students did, how did you it, why you did it, how you know it was good
- teaching/ study materials
is anyone else picking them up and using them elsewhere
- TEVAL and iCEVAL/ SECaT scores and open ended comments
- Over time, across subjects

Within UQ

- Feedback from employers of graduates
- Tutor feedback, clinical supervisors
get some feedback from teachers around you about your abilities, enthusiasm etc. You might want to engage in a formal peer review process as well. Note the quality of people who agree to teach into the course – have you had anything to influence this?
- Informal student feedback
anything in Facebook, polls, clicker exercises? Google your name and see if you appear on whirlpool or in a twitter feed!
- Presentations at conferences/ workshops outside of school
Have you been asked to present at any school meetings or at other school meetings? Do people seek your opinion in teaching matters – what committees are you involved in and why were you asked?
- Grants and awards
make sure you list all and any awards or grants that you have been involved in that have teaching focus

Outside of UQ

- Comparison/benchmarking data with other institutions
 - CEQ, GDS, enrolment data,
- Comments from feeder schools
- Invitations to committees, associations, to speak at events
- Requests for materials, advice, collaboration
- Industry partners and associations, accreditation processes and feedback
- Successful use of your materials or ideas by others (program or school take-up, national)
- Publications related to any teaching – including text books!
- presentations at conferences/ workshops outside of UQ, internationally
- grants and awards

Validating your claim

1. Once you've pulled the whole thing together, invest in a critical friend – possibly someone who is not even at The University of Queensland. Get honest and hard feedback. If you can convince them, you can probably convince the selection panel.
2. Make use of ITaLI staff – you can get support for all kinds of things if you only ask!