



AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

2021 AAUT ASSESSOR BRIEFING SESSION:
HOW TO EFFECTIVELY EVALUATE AAUT
APPLICATIONS

Chair by: **PROFESSOR ANGELA
CARBONE**

AWARDS TEAM DIRECTOR

Presenter: **PROFESSOR SHIRLEY
ALEXANDER**

DVC (EDUCATION & STUDENTS),
UTS

13 OCTOBER 2021

ACKNOWLEDGEMENT OF COUNTRY



On behalf of those present,
I acknowledge the people of the Woi wurrung and
Boon wurrung language groups of the eastern Kulin Nation
on whose unceded lands we conduct the business of the
University. I pay my respect to their Ancestors, Elders past
and present.

I also acknowledge the Traditional Custodians
and their Ancestors of the lands and waters across
Australia where we conduct our business.



AGENDA

2021 AAUT ASSESSOR BRIEFING SESSION: EFFECTIVELY EVALUATING AAUT APPLICATIONS

- Introduce the AAUT Awards Team
- Introduce our guest speaker
- Presentation – How to effectively evaluate AAUT Applications
- Assessment key dates
- Key responsibilities of team leads
- Q&A

AWARDS TEAM



Professor Angela Carbone
Awards Team Director



Ms Angeline Sim
Awards Team Manager



Dr Jing Ye
Awards Team Coordinator

GUEST SPEAKER: PROFESSOR SHIRLEY ALEXANDER



- Deputy Vice-Chancellor (Education and Students) at UTS
- Lead UTS's quality of teaching and learning; and promotes a student focus
- International research reputation - on the use of information and communication technologies in education
- Chair of Teaching Awards Committee, 2018 to 2020



WHAT TO LOOK FOR IN ASSESSING AAUT APPLICATIONS



- Design process
 - Evidence base
 - explicit links from pedagogy to design of the learning experience (not just labels)
 - Explicit links from literature to design of student experience
 - Is it innovative?
 - Judicious use of technology if used
 - Who designed – involvement of students/ industry?
- Context of implementation – how is that taken into account in the design?
- How do students experience the initiative? How do we know? What counts as evidence?
- Outcomes and impact
- Leadership in the field

WHAT COUNTS AS EVIDENCE?



- Sources of evidence
 - Personal reflection
 - Students
 - Peers
 - Employers
- Evidence linked to program objective
- What counts as effective?
 - Quantitative measures – comparison of means? 95% confidence intervals, effect sizes
 - Qualitative measures

EXAMPLE FRAMEWORK-
KIRKPATRICK EVALUATION
MODEL



What is the impact of use of the outcomes?

Are the learning outcomes being applied beyond the subject/program?

Did the program improve knowledge, skills etc?

How did learners feel about the program?

INTERPRETATION OF THE ASSESSMENT CRITERIA



- Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years
- Gained recognition from colleagues, the institution, and/or broader Community
- Shown creativity, imagination or innovation
- Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

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



- Connections made between initiative and influence on students
- Multiple forms of evidence
- Impact on students, learning and graduate outcomes .. Sustained
- (Systematic) evaluation of program, initiative or practice
- Outcomes of evaluation actioned.

GAINED RECOGNITION FROM COLLEAGUE, THE INSTITUTION, AND/OR BROADER COMMUNITY



- Several/substantial forms of evidence from a (extensive) range of sources support claims of widespread recognition throughout the institution and the local community.
- The initiative, program or practice has been adopted across the institution or discipline, nationally or internationally.

SHOWN CREATIVITY, IMAGINATION OR INNOVATION



- Compelling explanation and evidence demonstrating innovation, program or approach is creative and novel.
- An extensive range of evidence is provided to demonstrate how the novel implementation is appropriate for the context and illustrates significant influence and impact on student learning, engagement or overall experience.

DRAWN ON THE SCHOLARLY LITERATURE ON TEACHING AND LEARNING TO INFORM THE DEVELOPMENT OF INITIATIVES, PROGRAM AND/OR PRACTICES.



- Nomination demonstrates a deep understanding and application of relevant scholarly literature of teaching and learning.
- Connections between teaching philosophy and scholarly practice are clearly articulated.
- Substantial evidence provided of leadership in scholarly practices.
- Significant contributions to the scholarship of teaching and learning.

WRITING CONSTRUCTIVE FEEDBACK



- Strengths
- Areas for improvement
 - Actionable comments
 - Linked to criteria

REMINDER: ASSESSMENT KEY DATES



| | | |
|--------------------------------|-------------------------------------|--|
| <p>18 to 31 Oct</p> | <p>DURING ASSESSMENT</p> | <p>Individual Assessment Select rating – NR (Not Recommended), FW (Further Work Needed), R (Recommended), HR (Highly recommended). Written feedback – 3 to 5 strengths and areas for improvement under each evidence/criterion, and overall feedback.</p> |
| <p>1 Nov</p> | | <p>Team Introduction Awards Team to email team details. Team leader to arrange virtual collaborative meeting/s as soon as possible.</p> |
| <p>8 to 9 Nov</p> | | <p>Review team members' comments</p> |
| <p>10 to 21 Nov</p> | | <p>Collaborative Assessment Team members' comments available throughout collaborative period. Written feedback – 3 to 5 strengths and areas for improvement under each evidence/criterion. Team members to come in agreement of the rating and comment. Team leader to review feedback.</p> |

TEAM LEADER ROLES & RESPONSIBILITIES



| Before the Collaborative Assessment | During the Collaborative Assessment | After the Collaborative Assessment |
|---|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Contact your team members<input type="checkbox"/> Develop a meeting plan<input type="checkbox"/> Calendar invite team members<input type="checkbox"/> Plan the meeting earlier, rather than later, in case any additional meetings are required (e.g. to review final feedback) | <ul style="list-style-type: none"><input type="checkbox"/> Facilitate the meeting/s<input type="checkbox"/> Support team members<input type="checkbox"/> Use positive language<input type="checkbox"/> Refer to the AAUT Assessment Matrix<input type="checkbox"/> Agree on final ratings and draft feedback | <ul style="list-style-type: none"><input type="checkbox"/> Final review of the collaborative feedback<input type="checkbox"/> Ensure team members agree with the final collaborative feedback<input type="checkbox"/> Email team members |



Q&A



Photo by [Jon Tyson](#) on [Unsplash](#)

[AAUT Awards](#) for more
information

AAUT Awards Team:
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