



AUSTRALIAN AWARDS  
FOR UNIVERSITY TEACHING

# 2022 AAUT ASSESSOR BRIEFING SESSION: HOW TO EFFECTIVELY EVALUATE AAUT APPLICATIONS

Host by:

Prof. Angela Carbone, RMIT University

Presenter:

Prof. Pip Pattison, University of Sydney

**4 October 2022**

# ACKNOWLEDGEMENT OF COUNTRY



On behalf of those present, I acknowledge the Traditional Owners of the land on which we now meet. I pay my respects to their Elders: past, present and emerging.

I also pay my respect to all Aboriginal and Torres Strait Islander people of Australia and hope that the path towards reconciliation continues to be shared and embraced.

# AAUT AWARDS TEAM



**Ms. Angeline Sim**  
Project Manager

**Prof. Angela Carbone**  
AAUT Director

**Ms. Luana Spadafora**  
Project Coordinator

# AGENDA

- Introduce guest speaker
- Presenter: How to effectively evaluate AAUT application
- Assessment key dates reminder
- Q&A



# 2021 & 2022 TEACHING AWARD COMMITTEE CHAIR



**Professor Pip Pattison**  
**University of Sydney**



# OUTLINE

- The assessment process
- Forms and quality of evidence
- What makes a great application
- Feedback for applicants
- A few other things

# A KEY MESSAGE



- This is a complex evaluative task: we seek to identify consistently outstanding, inspiring, creative and reflective educators who put student learning at the core and create the means to understand and improve the effectiveness of their practice in their educational context
- The subcategories, criteria and assessment matrix support the process and have been refined over time by the Awards Team – please use with confidence
- Differences of judgment will nonetheless arise, and discussion following individual assessment against the criteria is a vital component of the process
- Discussion is also helpful where holistic impression is at odds with criteria-based judgments
- The multi-stage committee process supports overall consistency of judgment



# TEACHING AWARD CATEGORIES



## Discipline Categories

- Natural and Physical Science, Agriculture, Environmental and Related Studies
- Engineering, Information Technology, Architecture and Building
- Health
- Education
- Business, Management and Commerce
- Society and Culture
- Creative Arts

## Nomination Categories

- Early Career
- Neville Bonner Award for Indigenous Education

**Up to nine AAUT  
Awards for Teaching  
Excellence**



**One award for  
Australian University  
Teacher of the Year**



# TEACHING AWARD SUBCATEGORIES



Applicants should credibly address all four subcategories:

- ☐ Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn.
- ☐ Development of curricula, resources or services that reflect a command of the field.
- ☐ Effective assessment practices that bring about improvements in student learning, focus on academic integrity or digital solutions, or any assessment strategies that bring about change.
- ☐ Innovation or leadership that has influenced and enhanced learning and teaching and/or the student experience.

# TEACHING AWARD ASSESSMENT CRITERIA



A. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years

B. Gained recognition from colleagues, the institution, and/or the broader community

C. Shown creativity, imagination and/or innovation

D. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice

***Assess across all subcategories***

# 2022 AAUT ASSESSMENT MATRIX



Criterion	NR Not recommended	FW Further Work required	R Recommended	HR Highly recommended
A Positively impacted on student learning...				
B Gained recognition from colleagues ...				
C Shown creativity ...				
Drawn on scholarly literature ...				

# 2022 AAUT ASSESSMENT MATRIX:

## Criterion C (“shown creativity ...”)



NR Not recommended	FW Further Work required	R Recommended	HR Highly recommended
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Unreliable, weak or limited evidence</b> to support an explanation of how the initiative, program or practice is novel.</li> <li><input type="checkbox"/> Context is <b>not explicitly considered</b>.</li> <li><input type="checkbox"/> Influence and impact on student learning, engagement or overall experience is <b>not articulated</b>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Some evidence from selected sources</b> supports an explanation of how the initiative, program or practice is novel.</li> <li><input type="checkbox"/> <b>Limited examples</b> provided to demonstrate how the novel implementation is appropriate for the context, and has had impact on student learning, engagement or overall experience.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>More than one form of evidence</b> provided with a succinct explanation of how the initiative, program or practice is novel.</li> <li><input type="checkbox"/> <b>Some examples</b> provided to demonstrate how the novel implementation is appropriate for the context and has a positive influence on student learning, engagement or overall experience.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Compelling explanation and evidence</b> demonstrating innovation, program or approach is creative and novel.</li> <li><input type="checkbox"/> An <b>extensive range of evidence</b> 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.</li> </ul>

# SOURCES OF EVIDENCE



## **Reliance on and development of evidence-based practice**

- Use of evidence-based approaches, new evidence

## **Judgments by others**

- Peers, experts, including awards, invitations, recognition of expertise

## **Student measures of learning experience and outcomes**

- Student perceptions of learning experience and learning outcomes, measured learning outcomes

## **Broader impacts**

- Downstream impacts for students, uptake by others, leadership impact (internal, national or international)

# EVIDENCE IS MOST COMPELLING WHEN IT...



- is consistent and aligned with the application narrative
- is drawn from multiple and, ideally, some independent sources
- reflects not just students' experience but also the impact on students' learning and other downstream outcomes
- uses quantitative data to convey the aggregate experience or impact for student cohorts
- uses qualitative data to convey the character of the experience or impact for students
- is comprehensive, covering all criteria/subcategories



# CHARACTERISTICS OF AN EXCELLENT APPLICATION



A coherent narrative that:

- Authentically captures the applicant's contribution as an outstanding educator – aspirations, approach to teaching, reflection and learning, achievements
- Addresses *all* of the subcategories well, with compelling and appropriate evidence against each assessment criterion
- Demonstrates *sustained* commitment and excellence

# FEEDBACK FOR APPLICANTS IS MOST EFFECTIVE WHERE IT ...



- includes a description of the strengths of the application
- is clearly related to the subcategories and criteria
- is constructive, with very practical suggestions for improvement

# A FEW OTHER POINTS



- The value of discussing applications where there are differences of view or an apparent misalignment of an holistic appraisal and assessment based on the matrix
- Success for applicants often comes on a second or later attempt – so your feedback is vitally important
- The process generally yields high consistency of judgment

# AGAIN, THANK YOU!



- Your contribution is essential to the success and fidelity of the awards – on behalf of all universities, our heartfelt thanks
- We hope you take away a little inspiration as well!



# ASSESSMENT KEY DATES



Before commencing, attend / watch the recorded sessions that cover all aspects of the assessment.

**4 & 7 Oct**

**ASSESSOR BRIEFING  
SESSION & AWARDS  
PORTAL Q&A DROP-IN  
SESSION**



To review your assessing team's comments in preparation for the collaboration assessment.

**17 to 30 Oct**

**INDIVIDUAL  
ASSESSMENT**



To individually assess the assigned nominations in relation to the assessment criteria. Maximum assessment of four nominations.

**7 & 8 Nov**

**REVIEW TEAM'S  
COMMENTS**



Individual assessors coming together in a team of three to discuss the ratings and written feedback, and moderate their assessments.

**9 to 20 Nov 2022**

**COLLABORATIVE  
ASSESSMENT**



**DEC 2022 AWARDS COMMITTEE**

**JAN 2023 UA BOARD SIGN-OFF**



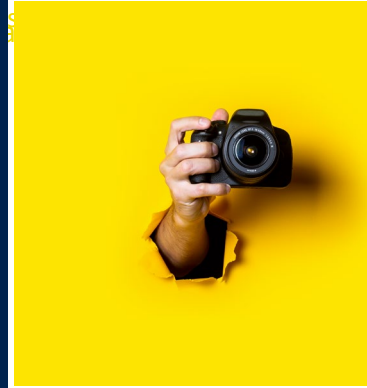


# 2022 AAUT ASSESSMENT AWARDS PORTAL Q&A Drop-In Session Friday 7 Oct, 2pm to 2.30pm AEDT

If you have any further questions after watching the 'How to use the Assessment Awards Portal video', please join us at the Q&A session.

No registration required.

All assessors will receive an email invitation.



**More information**  
[AAUT-UA webpage](#)

**Mentoring Scheme**  
[AAUTN](#)



**AAUT Awards Team**  
[aaud@rmit.edu.au](mailto:aaud@rmit.edu.au)

### **Social Media**

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