2024 EXAMPLES OF EFFECTIVE EVIDENCE

Below are some examples of effective evidence aligned with the relevant criteria, extracted from the 2022-23 AAUT nominations.

Assessment Criteria A. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years (two years for early career), not including time taken for development or trial of any activity.

EXAMPLE 1: *I focused on the needs of the regional students when developing the work placements to ensure students gained relevant industry experience and increased their confidence and employment readiness; dramatically increasing their chances of transitioning into graduate roles in accounting.*

The success of this program is evidenced by the sustained growth of participants from the initial two in xxxx in 2011 to 24 in 2020. Of even greater import is the fact that 94% of those in xxxx, and 90% of all regional participants, have attained ongoing employment as a direct result of their internships.

The significance of this can be seen when these outcomes are compared to the average full-time employment data for graduates with a degree in xxxx in the 2011 and 2016 Census1 (61% and 46% respectively) and when compared to the average across xxxx' regional areas (52% and 49% respectively).

WHY IS THIS EFFECTIVE?

The nominee:

- makes a statement, then **provides evidence**;
- discusses the impact with a couple of **statistics;** and
- goes a step further moving it from discipline to **benchmarking with other disciplines** across the institution.

EXAMPLE 2:

"The way each week was laid out so was so easy to follow and it was clear what I needed to do to understand the necessary information each week." (SFS, xxxx) "Online learning is difficult at the best of times, but you have managed to deliver us an informative and well-structured course". (SFS, xxxx) "Thanks very much for the great course ... I have tried to study chemistry online before and have never had any success. I think you guys at [institution] have really nailed it." (SFS, xxxx).

Theme: Prepared, supported and empowered to learn and progress

"With no idea what to expect of the online learning environment I can only tell you … that it has been a wonderful experience, I truly feel what I have learned here has set up me up for future studies in this course the best way possible." (SFS, xxxx). I would have been unable to enrol in this course without your ideas, support, innovations, and knowledge to deliver subjects like this away from the classroom. (SFS, xxxx) "There was SO much support! More than I expected and something I'm incredibly grateful for!" (SFS, xxxx) "It all makes sense now, to me it's truly a life changing experience." (SFS, xxxx)

Theme: Belonging and connection to their teachers and peers

You all seemed so approachable and for me 2000 kilometres away makes a world of difference." (SFS, xxxx) "You might think you are alone, you're not, you have a whole team supporting you" (SFS, xxxx) "It has a down to earth and welcoming atmosphere for students of diverse academic and sociocultural backgrounds." (SFS, xxxx) "Although it was online, it felt like you were a part of the group." (SFS, xxxx)

WHY IS THIS EFFECTIVE?

The quotes are great examples of using **thematic analysis** to strengthen the use of qualitative student feedback.

EXAMPLE 3:

To cater to the unique backgrounds and interests of the cohort's students, I introduced new topics that breathe life into real crime forensics, engage students in practical forensic activities related to human rights, and require them to participate in a mock court scenario where they act as expert witnesses. For example, the class "XXXXX," students explore how the country's legal system defines crimes, with real case examples sparking vibrant discussions. Activities on human rights delve into critical areas such as human trafficking, mass disaster management with DVI (Disaster Victim Identification), and intricacies of environmental crimes (e.g., biosecurity, illegal lodging and waste) and the transport of illicit/illegal substances (e.g., drugs, piracy).

"(…) I've just finished your XXXX winter unit, and I must say I thoroughly enjoyed it. Being a half-Asian student who frequently visits family overseas, I was particularly struck by the potential for miscarriages of justice due to varying legal systems and CSI methods in different countries. As an introvert, presenting in front of my peers was a big challenge for me, but I've managed to step out of my comfort zone, and it's been quite rewarding.(…) I'm interested pursuing an honours project with an international flair under your guidance (…)to work as a forensic investigator back home in Indonesia." (Student email, 2023)

WHY IS THIS EFFECTIVE?

- The quote is a great example of using qualitative student feedback as evidence.

- It incorporates evidence that demonstrates students' enhanced learning and experience as a result of the teaching initiatives.

- The immersive learning experiences are tailored to the specific student cohort.

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

EXAMPLE 1: *The impact of the project is demonstrated by the College and University teaching awards I have received over the past years, the scholarship of L&T I have produced from the project, and the comments received from the conferences and the reviewers of the journal paper.*

I was fortunate to receive an xxxx College of Business and Law L&T 'Impact' Award in xxxx, and it was cited as: This is awarded for impactful and authentic learning opportunities that involve partnerships with communities or organisations internal or external to the University. The work … applied a sophisticated practice-based approach to work readiness.

"The assessment facilitated interaction between industry and the student cohort supporting the development of key employability skills through the course. The impact of this work on student experience and their outcomes was remarkable." – xxxx CoBL xxxx L&T Award Team

In 2021, I was also awarded an xxxx L&T citation award, under the category of "Innovation or leadership that has influenced and enhanced L&T and/or student experience", in recognition of my pioneering efforts in soft skills development and its broad impacts.

After obtaining ethics approval, a research project was established to survey and analyse students' interpersonal skills (IPS) levels pre- PAM and post-PAM, and the survey has been running for four years. The survey results show that, on average, the PAM experience significantly increased students' interpersonal skills in each category (except intercultural sensitivity), with a post-PAM IPS mean score of 113.53 compared with the pre-PAM IPS score of 100.54 (see Table 1).

This demonstrates PAM greatly lifted students' confidence and self-perception of their interpersonal skills, which has been corroborated by appreciation letters I received from MBA graduates over the years.

A xxxx book chapter from the project is forthcoming in xxxx. A journal paper entitled "Integrating interpersonal skills development in MBA education" was submitted to Accounting Education (ABDC A-ranked).

"The reviewers commended the paper and only required minor revisions: Educators have paid little attention to how we can develop interpersonal skills in MBA students … I agree that this represents an important area for investigation." – Reviewer for Accounting Education

WHY IS THIS EFFECTIVE?

The nominee:

- provides a **variety of evidence**, from several different sources to emphasise the impact of their project;
- includes **institutional accolades** to indicate recognition; and
- provides **specific comments/quotes from reviewers of their project**.

EXAMPLE 2: *Over xxxx years I successfully applied for a total of xxxx in competitive course development funding. I updated the xxxx core courses in line with my industry experience working on complex projects. My funding paid all sessional staff teaching in the program to collaboratively coordinate courses.*

My impact was acknowledged by xxxx Faculty Staff Awards for Sessional Academic of the Year… and a Vice-Chancellor's Award for Sessional Staff Teaching Excellence …I successfully sought funding to design… elective course xxxx Implementing Resilience & Addressing Complexity to replicate my own workplace experience.

I taught this intensive course for xxxx years for small groups of students (up to xxxx students at a time) with average student satisfaction rating of xxxx and won the DVC Academic's Merit List Award for this teaching... The course's success resulted in a second invitation, and associated funding, to design a completely a-disciplinary course xxxx Unravelling Complexity in a new transdisciplinary xxxx Master of Studies program…I really became excited when my graduating students were using their learning to change the world.

After discussing an idea within a course, one student founded and became the Managing Director of 'xxxx Sustainable Living', winning the xxxx Australian Association of Environmental Education xxxx Environmental Community Educator of the Year Award.

Another integrated her coursework learning into her role managing urban cooling for xxxx City Council, winning both a Council 'Shine' Award in 2016 for her Action Plan and the xxxx Government's Premier's Sustainability Award…

WHY IS THIS EFFECTIVE?

The nominee:

- includes **awards as evidence** of successful implementation of new courses; and
- provides evidence of **impact in their institution and the broader community** through the variety of awards, such as a teaching award, DVC commendation, Australian Association Community Award, a Council Award and a State Government Award.

EXAMPLE 3: *I share my expertise internationally through a strong publication track record of xxxx book chapters, xxxx journal articles, xxxx reports and xxxx conference presentations (see CV). I share resources and research through a blog, xxxx (xxxx new users, xxxx page views since inception 2015). This is linked to Twitter xxxx: xxxx followers), LinkedIn (xxxx connections) and YouTube (xxxx views), all disseminating contemporary complexity science practice…I currently lead a SoTL Community of Praxis (CoP) in my Faculty.*

The CoP begins to bring the Faculty into alignment with TEQSA's 1018 guidance for scholarship. I coordinate meetings, invite presentations, and organise writing retreats.

I am also active in Developing Expertise Fostering Thinking (DEFT), a small, cross-institutional collaborative PD initiative…I was awarded the internationally peer reviewed Senior Fellowship of the Higher Education Academy (Advance HE, UK) for my… high-quality teaching practice and growing leadership in complexity teaching…

WHY IS THIS EFFECTIVE?

The nominee:

- provides evidence of consistent **publication outputs relating to teaching innovation**, such as papers and book chapters;
- demonstrates significant **contributions to the scholarship of teaching and learning**; and
- provides **evidence of teaching achievements,** such as a HEA Fellowship.

EXAMPLE 4: *The xxxx have also had international impact, having been disseminated to 1000 project stakeholders, a national and five international sustainability networks (across Asia, USA , and Europe).*

I was invited to present at the United Nations Higher Education for Sustainable Development conference…, received invitations to speak to two UN Regional Centers of Expertise in the UK and Austria… and was invited Keynote at the Copernicus Alliance Annual Conference in 2019...

At the University of Hong Kong, the xxxx have been used to revise the Environmental Science major in the BSc. In the USA, the National Council for Science and the Environment (NCSE) have sought guidance on how to develop learning standards for environmental education based on our experience.

WHY IS THIS EFFECTIVE?

The nominee:

- demonstrates **innovation adopted by colleagues across faculty**; and
- provides **evidence of broad impact both nationally and internationally.**

Assessment Criteria C. Shown creativity, imagination and/or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.

EXAMPLE 1: *I pioneered online oral presentation assessment called a Pecha Kucha PowerPoint® presentation (20 slides, 20 seconds each, images only with voiceover): each week different students presented course content to student colleagues and facilitated discussions.*

In a scholarly approach to this innovation, I led a university-wide research project to evaluate xxxx online oral communications assessments across xxxx Faculties at xxxx…. Our quantitative analysis of student survey data showed that student experience of these assessment tasks improved with relevance, student capacity, and access to technology, time, and support…We showed undergraduate and female students perceived their capacity to undertake such tasks more negatively i.e. they needed targeted support (clear instructions, encouragement, quick responses).

Analysis also showed that 'attitude' (intrinsic interest, behavioural intentions, and perceived usefulness of the technology) all determined students' engagement…Responding to our findings, I invested more time in developing clear instructions, included high-quality examples and ensured formative feedback within xxxx hours…I disseminated my teaching approach and resources via the xxxx blog (xxxx page views, xxxx users in Australia/USA) and a book chapter…students do multiple surveys measuring varying aspects of learning in all the core courses.

These surveys help students evidence their reflective journal assessments and their employability and enable us educators to evaluate our constructively aligned curricula.

WHY IS THIS EFFECTIVE?

The nominee:

- thoroughly **explains the evaluation of their assessments;** and
- **incorporates learning analytics** as part of **reflective teaching practice.**

EXAMPLE *2*:

In 2022, drawing inspiration from a XXX forensic student with mobility impairment, I allocated the remaining XXX funds to develop a specialised course titled "XXXXXX". This course was designed to bring the world to the classroom instead of the class to the world, accommodating students facing travel constraints due to disabilities or caregiving responsibilities. Collaborating with colleagues worldwide, this unique unit explored various aspects of forensic research and investigation that can be conducted remotely, including remote sensing, facial reconstruction software, and augmented reality. The course's impact has proven truly transformative for participating students, opening new educational and research pathways. Notably, ongoing research investigates the impact of specific women's health issues leading to disabilities, spurred by a former participant directly affected by this scenario, whose progress was made possible by the XXX program.

"As a student with disabilities, I have always considered my passion for forensic science something unachievable. Dr XXX proved me wrong, showing me so many ways that I can contribute to justice despite my physical limits. I have absolutely adored this unit, and I am now feeling ready to follow my dreams!" (Student email, 2022)
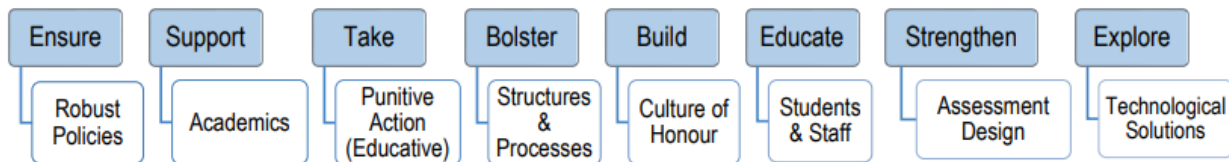
WHY IS THIS EFFECTIVE?
- The nominee has clearly articulated how their development of immersive learning experiences is novel and unique.
- Multiple evidence sources are used to indicate the positive impact of the innovation on enhanced student learning, inclusion and diversity.

EXAMPLE 3:

A sensational cheating scandal shook the Australian tertiary education sector in late 2014. A national media outlet revealed that over 1,000 students had purchased personalised essays from the MyMaster online commercial cheating service (Gniel, Treloar, Marcon & Maclean, 2023). This practice, called 'contract cheating', threw into question the effectiveness of existing detection practices and created the need for a broader response.

Urgently, I investigated student dishonesty in assessment in scholarly literature and across institutional practices…Although research about online cheating grew, its translation into crucial institutional decision-making lagged. So,I developed an evidence-based institutional framework for academic integrity work (Figure 1). I shared the framework and its practical implications to support other institutions across contexts, including at the 6th IAFOR International Conference on Education, 2021, the International Center for Academic Integrity's Annual Conference, 2022 and the HERDSA Annual Conference, 2022; as well as an invited plenary at the 2021 Australian Chairs and Secretaries of Academic Board and Senates Conference.

Ensure	Support	Take	Bolster	Build	Educate	Strengthen	Explore
Robust Policies	Academics	Punitive Action (Educative)	Structures & Processes	Culture of Honour	Students & Staff	Assessment Design	Technological Solutions

Figure 1. Framework for Academic Integrity Work

WHY IS THIS EFFECTIVE?

- The nominee clearly presents a creative and novel solution to a problem
- The framework has been widely shared and implemented.

A. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years (two years for early career), not including time taken for development or trial of any activity

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

EXAMPLE 1:

In 2013, I was very grateful to receive a ▮▮▮▮▮▮University Postgraduate Students' Association Online Teacher of the Year Award. Of my five ▮▮▮ teaching awards, this is the most treasured because it was student-nominated. It was a turning point for my teaching – I became motivated to invest in evidence-based evaluation, applying Brookfield's (1995) advice around multiple evidence points. I used feedback from esteemed teachers by participating in a national, multi-institutional trial of a Peer Assisted Teaching Scheme.

This really helped me adapt my course delivery without reducing the student experience as student numbers increased from 12 to 60. I also used Brookfield's Critical Incident Questionnaire (CIQ, 1995) as a lens into students' experiences. I shared my reflections on what I 'heard' with students and adjusted my own teaching transparently and publicly in response. I used a reflective journal assignment as a second 'window' on student experience (Wals, 2014).

*'At first I was very reluctant to do this ... quite overwhelming. However ... I realised it was a great way to really think about everything I had learnt in the course and how that relates to my caree*r' (student survey, 2014).

Another survey evaluated the ten stages of transformative learning (Mezirow, 1991). My data showed all my students went through one stage of transformational learning, and 73% went through 5+ (CV refs 26 & 27). Standardised university Student Feedback on Courses (SFC, /5), show student satisfaction consistently improved over 8 years (Figure 1).

Figure 1. Change in Student Satisfaction 2012-18
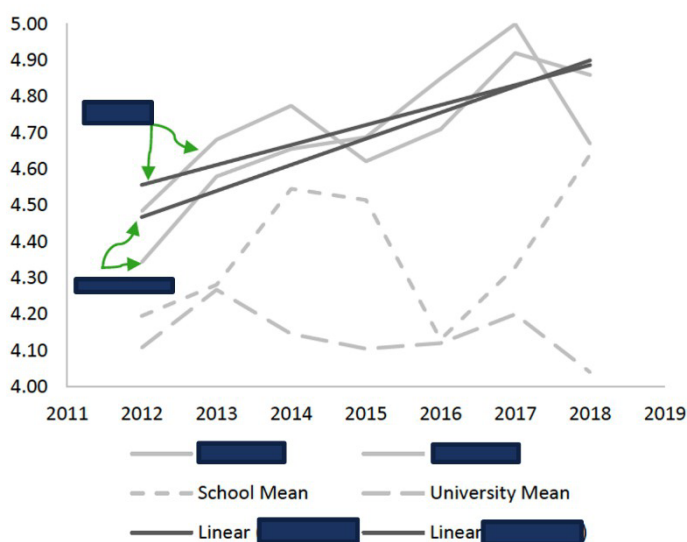
WHY IS THIS EFFECTIVE?

The nominee:

- includes evidence of impact on student learning experiences and improvement over 5 years through several **evaluation processes**; and
- contrasts **qualitative data** (student survey responses) to improve and enhance students' learning.

Assessment Criteria

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

EXAMPLE 2:

The novel euthanasia SBE are grounded in Kolb's experiential learning theory, which underpins SBE. First, we provide a 'Concrete Experience' where students practice their communication skills in history taking, decision making with the client and an end of life discussion with a simulated client and the model animal present. They then discuss costs, body after care and plans for payment. Students perform a simulated euthanasia procedure with a task trainer animal and the simulated client present. To engage in 'Reflective Observation' and 'Abstract Conceptualisation', we then extensively debrief students and reflect on grief and loss, how they communicate, the technical procedure, clinical reasoning, and their experiences in the simulation. Importantly, during this de-briefing process, and through 'Active Experimentation' we teach the students a process for time critical debriefing focussed on their emotions and needs immediately post experience.

WHY IS THIS EFFECTIVE?

The nominee draws on a learning theory to develop the initiative and clearly articulates how the literature is embedded.