Image: 2023 Citation recipients receiving their awards at the WA AAUT Award ceremony in Perth

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

AAUT PD Series: Citations for Outstanding Contribution to Student Learning

Writing a successful Citation nomination

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.

Meet the AAUT team

Prof Angela Carbone, AAUT Director
Ms Luana Spadafora, Awards Manager
Ms Daniele Patterson, Awards Coordinator

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Agenda

Welcome and Introduction of guest speakers

How to write a successful Citation nomination

- Factors that contribute to a successful Citation nomination
- Citation award subcategories
- Tips to effectively address the assessment criteria
- Examples of good forms of evidence

Advice from three successful 2023 awardees

Q&A

Key nomination dates

Guest presenters

Ms Charanya Ramakrishnan

2023 Citation recipient
Macquarie University

A/Prof Danica Hickey

2023 Citation recipient
Queensland University of Technology

Distinguished Deakin Professor

Liz Johnson

Citation Awards Committee Chair

Deakin University

Prof Steven Kenway

2023 Citation recipient
University of Queensland

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Distinguished Deakin Prof Liz Johnson

2024 Citation Award Committee Chair

Preparing an AAUT Citation

Today:

- Why an AAUT citation?

- First steps

- Categories and criteria

- Narrative and evidence

Why nominate?

- Higher education is transformative

- Excellence is inspiring

- Excellence in university teaching builds better student outcomes

- Understanding excellence builds capability

- Recognizing excellence builds confidence

- National awards build networks and communities of practice

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What is outstanding?

*Citations for outstanding contributions to student learning*

Outstanding contributions are:

- Significant–has tangible impact on student learning

- Leading–go beyond normal design, delivery or support

- Evidencebased–can demonstrate achievement

- Purposeful and reflective–describe a cohesive narrative

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Where do I start?

2024 AAUT Citation Nomination Instructions
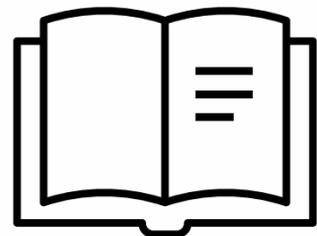
- AAUT website including resources for nominees
- AAUT Network website – advice & resources
- Institutional websites for awards

- Learning and Teaching Awards team at your institution
- Past winners, mentors and learning & teaching leaders
- AAUT Network mentoring scheme

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How does the nomination work?

Category *(choose 1)*
Where does your award fit?

- Discipline group
- Nomination category
  - Early Career
  - Neville Bonner Award for Indigenous Education
  - Sessional Staff
  - Everyone else

Sub-category *(choose 1)*
What did you do?

1. Approaches to teaching and support of learning
2. Development of curricula, resources or services
3. Effective assessment practices
4. Innovation or leadership

Assessment criteria (*all*)
What makes it outstanding?

1. Positive impact over time
2. Recognition
3. Creativity, imagination and/or innovation
4. Scholarly practice

Selecting the right subcategory

1. **Approaches** to teaching and/or the support of learning that influence, motivate and inspire students to learn

2. Development of **curricula, resources or services** that reflect a command of the field

3. Effective **assessment practices** that bring about improvements in student teaching, focus on academic integrity.

4. **Innovation or leadership** that has influenced and enhanced learning and teaching and/or the student experience.

Where does your evidence sit best?
What kind of story will you tell?

Selecting the right subcategory cont.

1. **Approaches** to teaching and/or the support of learning that influence, motivate and inspire students to learn

Consider:
Teaching philosophy
Integrating, cohesive
Enabling success

2. Development of **curricula, resources or services** that reflect a command of the field

Consider:
Development of discipline education
New types of resources
New applications of resources
Authentic tasks
Linkage to practice/life/community

Selecting the right subcategory cont.

3. Effective **assessment practices** that bring about improvements in student teaching, focus on academic integrity.

Consider:
Authentic Assessment
Feedback
Academic integrity
Evaluative judgement

4.   **Innovation or leadership** that has influenced and enhanced learning and teaching and/or the student experience.

Consider:
Sphere of influence
• *Institution: own and others*
• *Discipline, peak bodies*
•*Sector: national, international*
Different kinds of leadership

Addressing all the assessment criteria

Impact

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

Recognition

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

Creativity

Shown creativity, imagination and/or innovation

Scholarship

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

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Building the narrative

From 2023 Assessors Tips on Writing a Successful Application (AAUTN Resources site)

Start early - very early! *Make sure you have a plan for your initiatives, and that you can justify and evaluate them.*

Seek mentoring from a colleague who is experienced as an AAUT assessor or reach out to one of the mentors listed on the AAUT website

Share your practice outside your discipline – national and international sharing is needed

Evidence

Perceptions

What did people think?

- Surveys
- Feedback
- Reviews/comments

Behaviours

What did people do?

- Participation
- Engagement

Outcomes

What happened?

- Grades/marks
- Achievements
- Skills

Impact: what changed and did it last?

New/different graduate outcomes: employment and life

New/different and sustained learning/teaching/experience

Independent evaluation / peer-review

Evidence cont.

- Critique your data - and/or ask a friend
- Triangulate with complementary data
- Show sustained with longitudinal data
- Qualitative and/or quantitative
- Context – constraints, factors
- Literature – alignment/new insight

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Examples of good forms of evidence

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Using Quantitative data

Scholarly evaluation

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.

Context and narrative

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).

Explaining the data

Figure 1. Change in Student Satisfaction 2012-18

Graph explained

'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 career' (student survey, 2014).

Triangulate with student quote – adding depth

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).

Extend and link to research

Outcomes benchmarked

- - - - School Mean   — — University Mean
—— Linear ████   —— Linear ████

Examples of good forms of evidence

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Descriptive data: qualitative and diverse

Context and narrative

Impact through students and graduates

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…

Recognition via awards and funding

Student feedback

Putting it together

Get organized

- Preparation time
- Reflective process
- Mentors and reviewers
- Talk to your institutional team

Make it easy for the assessors

- Use the [nomination template](#) (encouraged but not mandatory)
- Address the criteria
- Use recognizable headers
- Create a story
- Explain the context and significance

Questions for
Prof Liz Johnson?

Hear from successful 2023 AAUT Citation recipients

A/Prof Danica Hickey

Queensland University of Technology

2023 Citation recipient in the 'Evaluation' category

Prof Steven Kenway

The University of Queensland

2023 Citation recipient in the 'Innovation' category

Ms Charanya Ramakrishnan

Macquarie University

2023 Citation recipient in the 'Approaches' category

Each recipient will have 5 minutes to present followed by a Q&A with all presenters at the end.

A/Prof Danica Hickey

2023 Citation Award recipient

Queensland University of Technology

For improved data analytics and professional transferrable skills for Biomedical Science graduates through authentic assessment enhanced by emotive feed-forward practice.
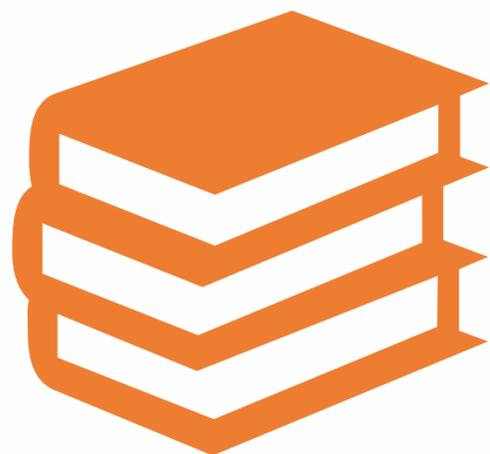
Experience writing the nomination

Challenges
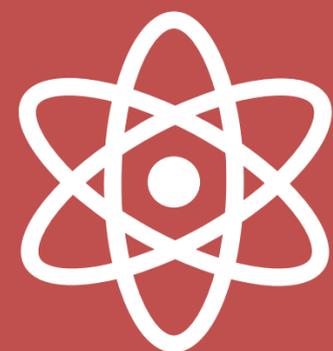
SCIENTIFIC

NARRATIVE

Writing process

Scholarly Practice

Criterion D

Innovation

Criterion C

Impact

Criterion A

Recognition

Criterion B

Tips & Advice for future nominees

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Start Writing   **S**eek advice   **S**upport   **S**tepping Stone

Prof Steven Kenway

Team lead of the Urban Design Challenge Team

2023 Citation Award recipient

The University of Queensland

Urban Design Challenge: engaging multidisciplinary student teams in creatively solving complex, real-world sustainable urban design problems through gamified scenario-driven learning experiences and rich dialogic feedback.

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The Urban Design Challenge (UDC)

A happy winning team presenting their design 2021
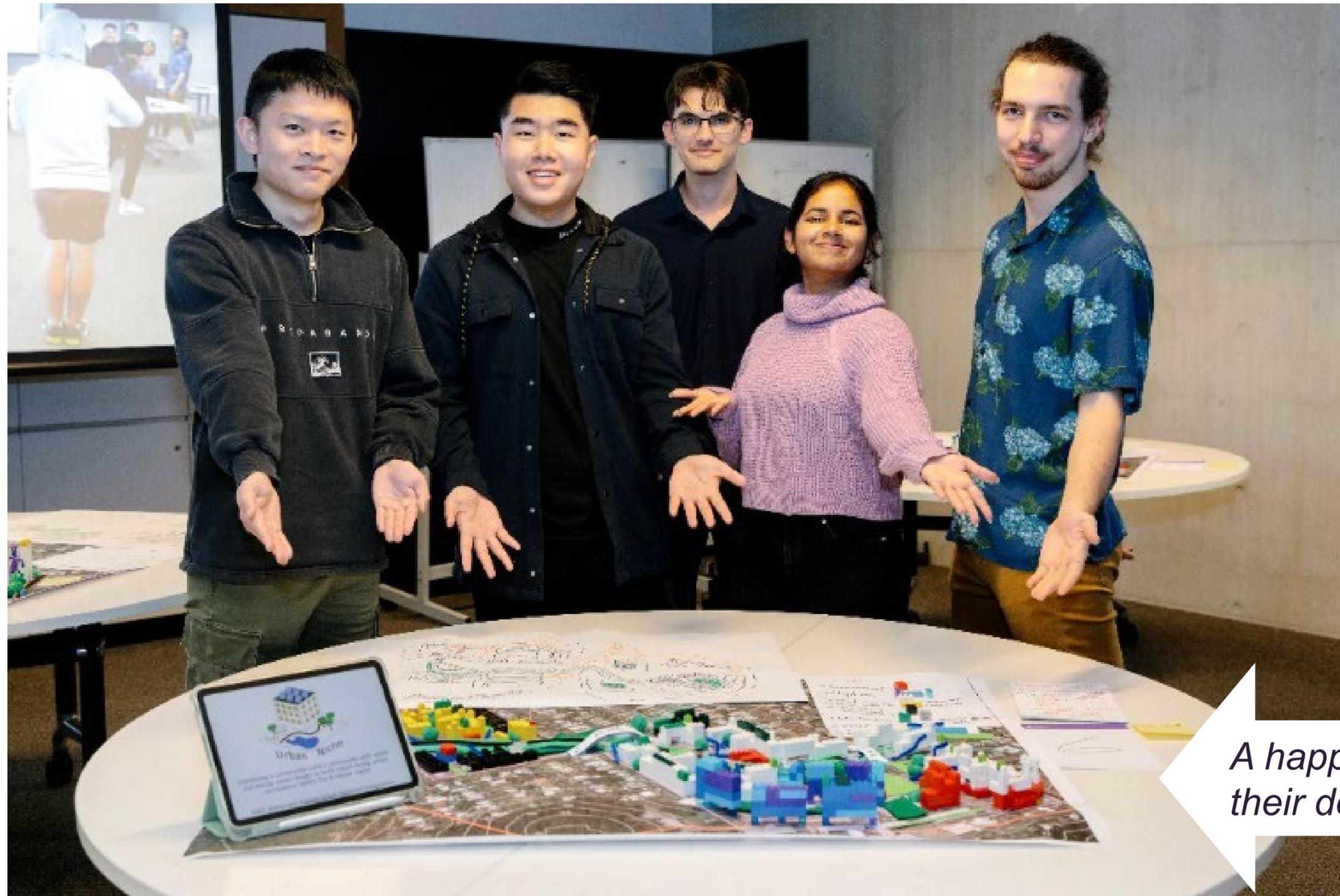
Summary:

1. What is the UDC?
2. Developing the Nomination.
3. AAUT resources / mentors and challenges resolved

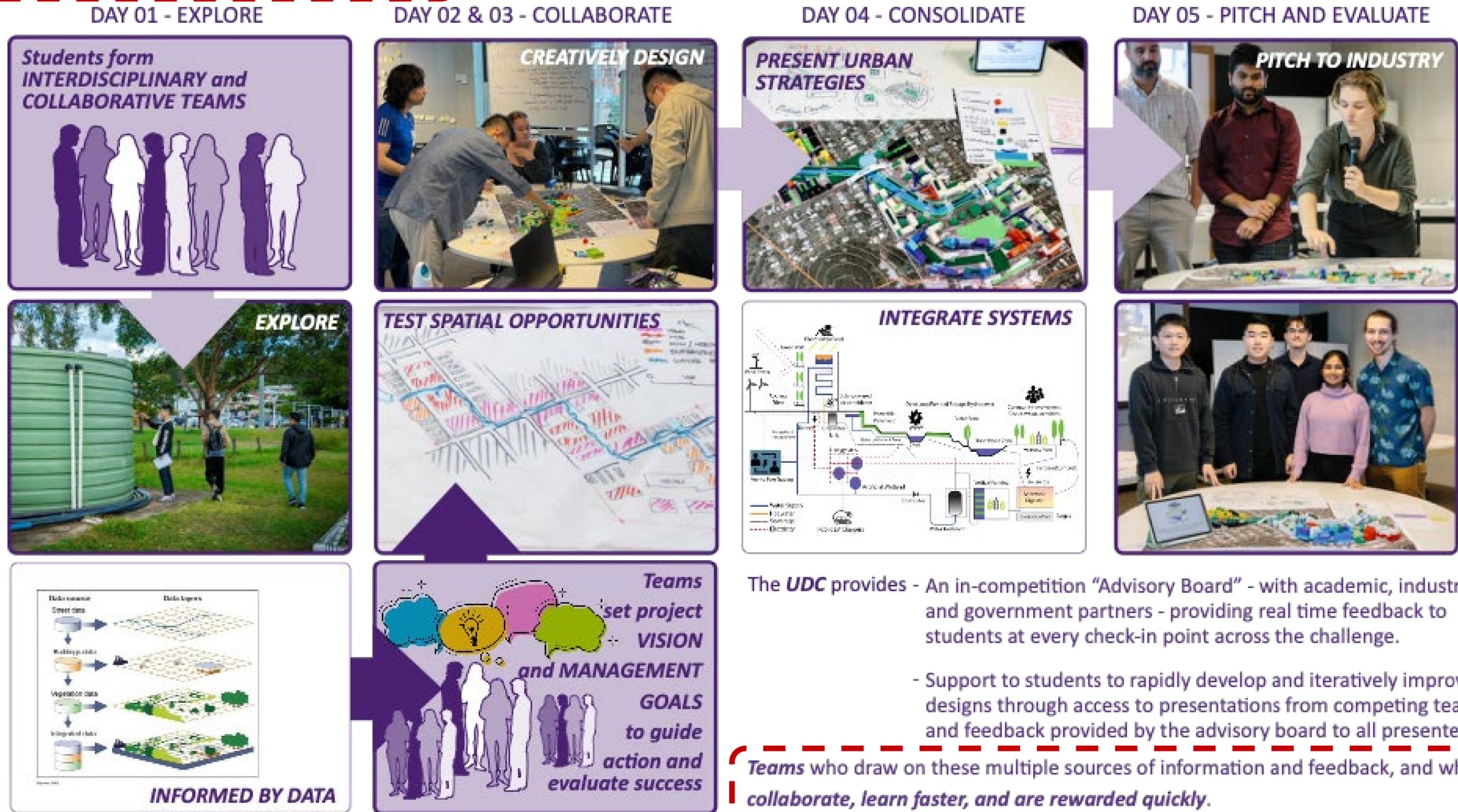# The Urban Design Challenge- what's involved?

Key innovation:
- Five days "play-based" working on a wicked problem to solve in a fun (but stressful) situation.
- Scaffold the teamwork.

SUSTAINED GAMIFICATION.........................**REAL-TIME MULTI-CHANNEL FEEDBACK**

DAY 01 - EXPLORE | DAY 02 & 03 - COLLABORATE | DAY 04 - CONSOLIDATE | DAY 05 - PITCH AND EVALUATE

Students form INTERDISCIPLINARY and COLLABORATIVE TEAMS

CREATIVELY DESIGN

PRESENT URBAN STRATEGIES

PITCH TO INDUSTRY

EXPLORE

TEST SPATIAL OPPORTUNITIES

INTEGRATE SYSTEMS

INFORMED BY DATA

Teams set project VISION and MANAGEMENT GOALS to guide action and evaluate success

The **UDC** provides
- An in-competition "Advisory Board" - with academic, industry and government partners - providing real time feedback to students at every check-in point across the challenge.

- Support to students to rapidly develop and iteratively improve their designs through access to presentations from competing teams and feedback provided by the advisory board to all presenters.

Teams who draw on these multiple sources of information and feedback, and who *collaborate, learn faster, and are rewarded quickly.*

Real-time multi-channel feedback:
High resolution and open.

1/ Within teams: architects, engineers, planners, scientists have to communicate FAST.

★

3/ Industry partners comment, score (and recruit).

2/ Teams learn from other teams as designs progress through "rounds"…from concept…to 2D to construction.

★

4/ Tools quantify design outcomes

All teams see all comments and scores on all teams (quickly) via a google spreadsheet and a scoreboard.

Developing the Nomination:

Our experience and AAUT/AAUTN resources.

- Our 2022 UQ application, and Australian Financial Review 2023 application helped hugely, as did input from ITaLI (Institute for Teaching and Learning Innovation).
- Communicating "what the Challenge is" was very hard…needed multiple iterations…and is not yet complete. The constrained word limits forced visual communication which improved what we could share dramatically.
- Was very helpful to have surveyed students (before and after the UDC) twice.
- Reviews helped lift from our discipline-based framing to bring out the underpinning education theories and frameworks.
- Teamwork was essential….required multi-disciplinary team.

The team (or part of it)

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Ms Charanya Ramakrishnan

2023 Citation Award recipient

Macquarie University

Inspiring excellence in student learning through exploring and implementing unconventional active learning approaches in IT education to redefine student engagement and ensure positive graduate outcomes.

Experience writing the nomination
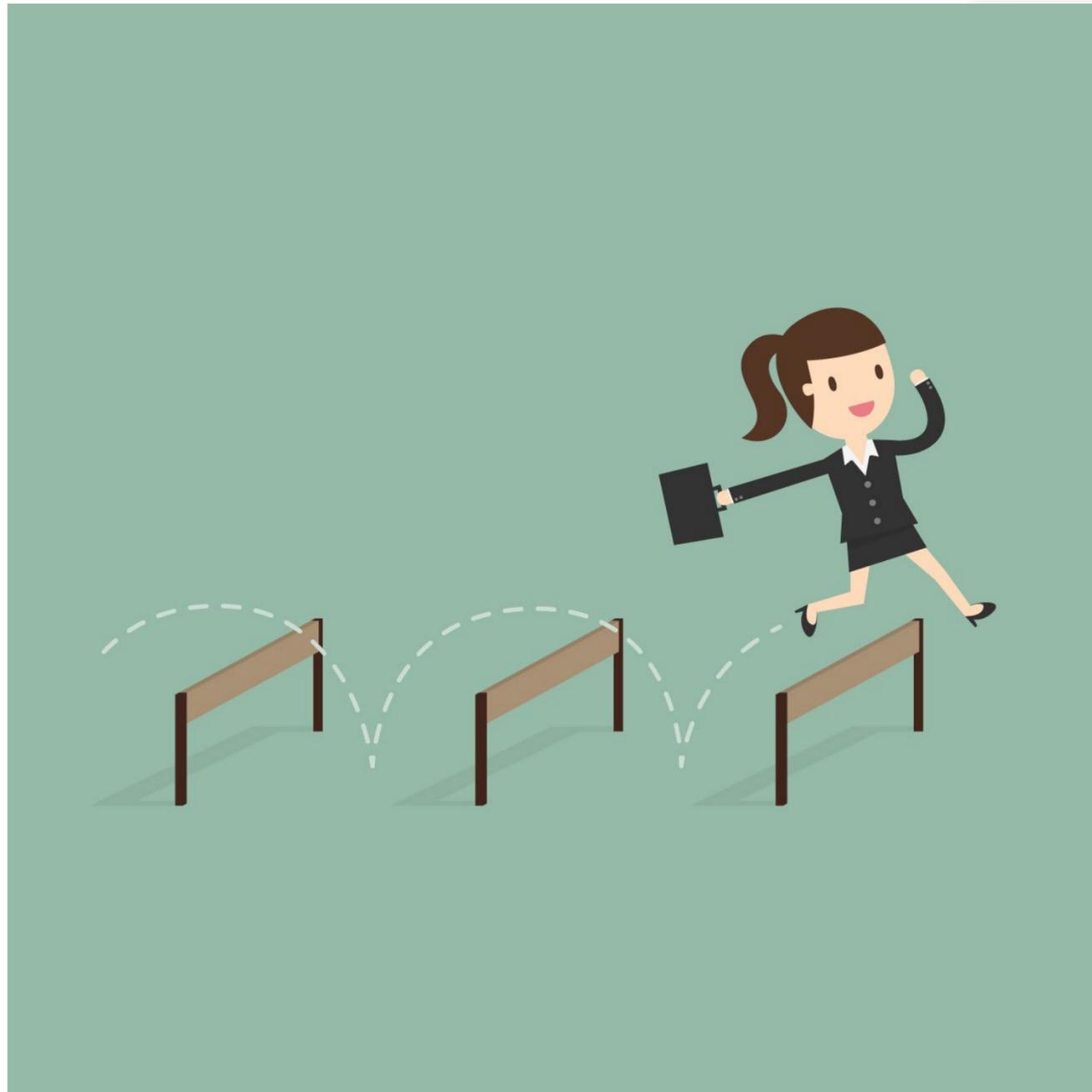
- Make statements, writing a rough draft
- Answer the questions of Why/What/How
- Collect evidence from a variety of stakeholders (over the years)
- Weave a story and add it under the correct headings
- Watch all the YouTube resources on writing the application
- Get it reviewed by multiple people
- Finalise it at least five days before the deadline and read it once every day until the application date.

Challenges

Application's Length

Where to place the evidence?

Filtering the best of the best

Tips & Advice for future nominees

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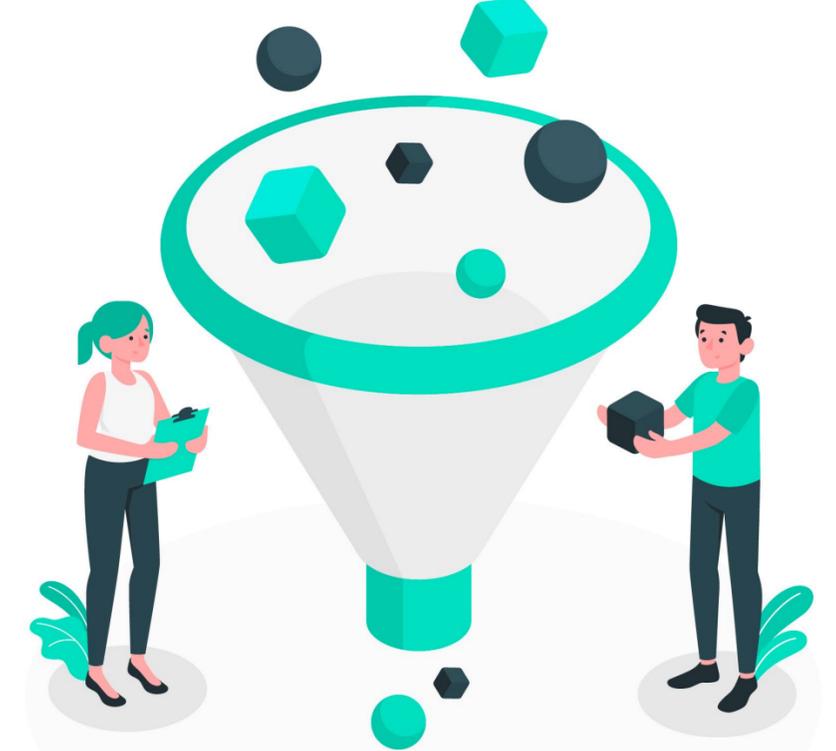
Answer the big "WHY?"

Map out the sections
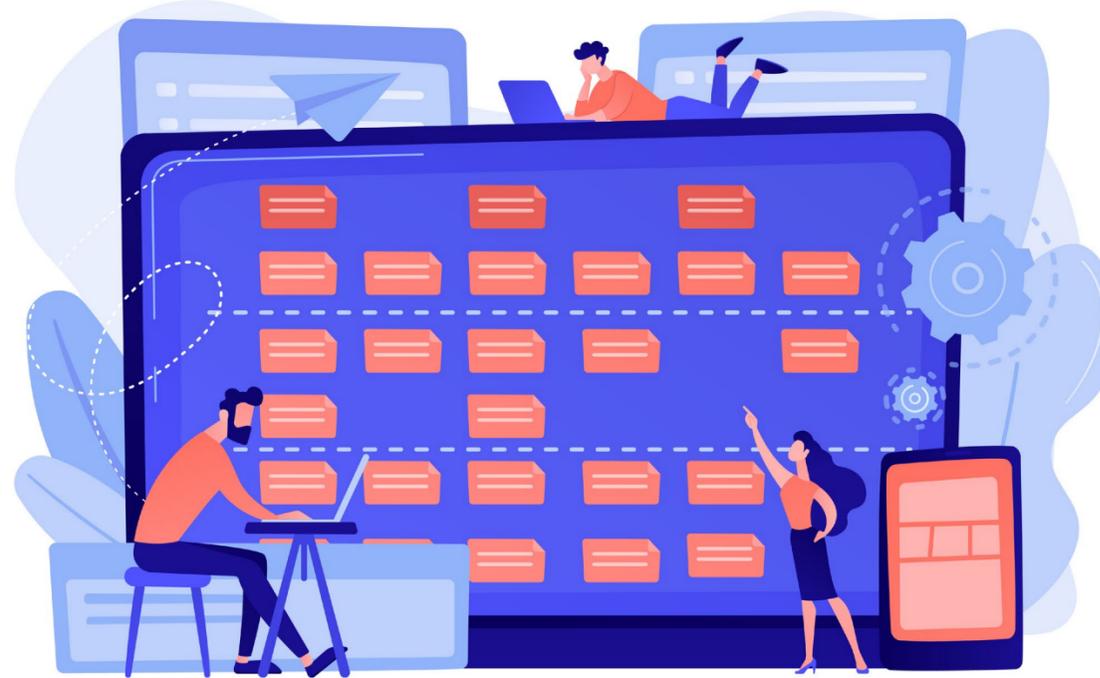
'THE' reason for the Citation

Use a range of evidence

Review
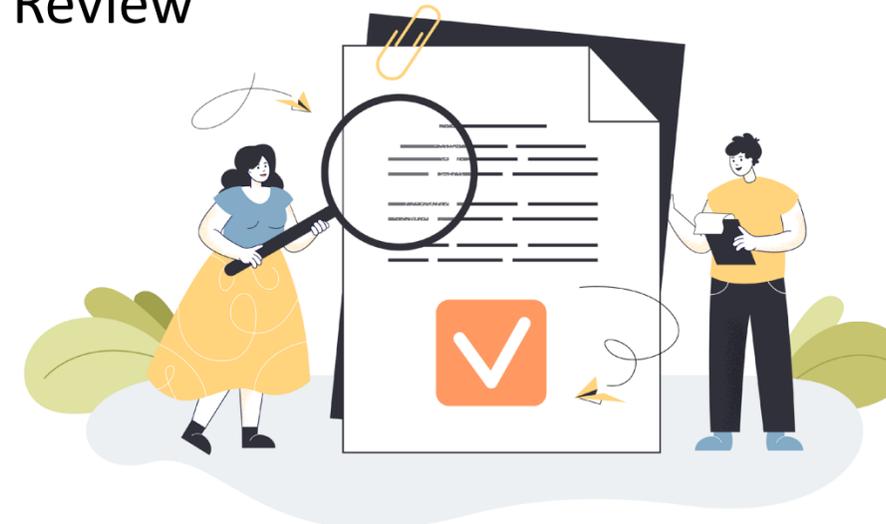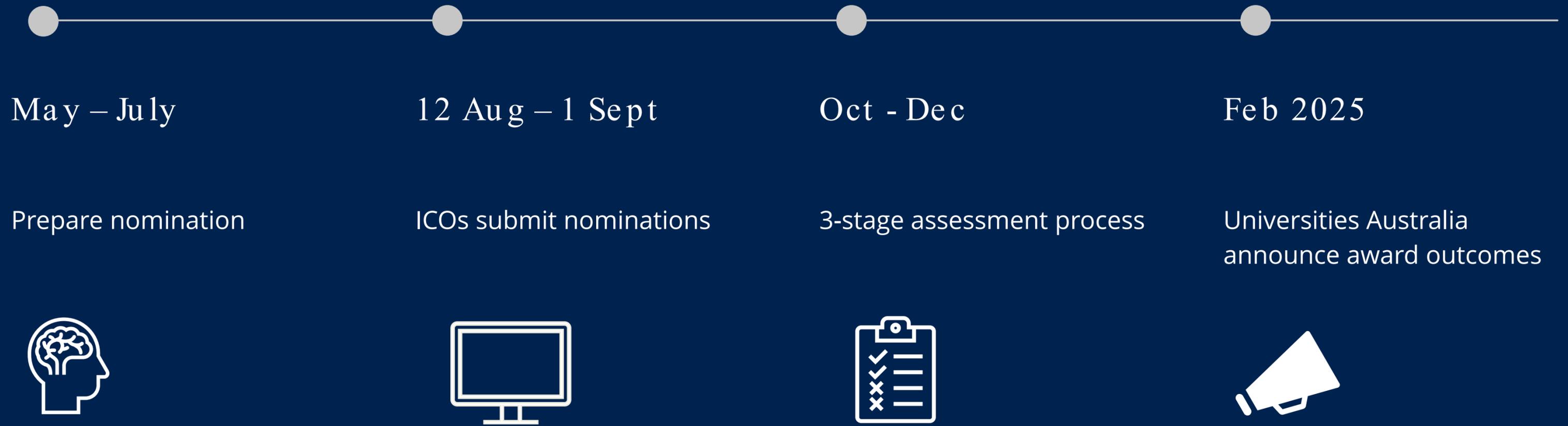
CONNECT WITH US

More information
AAUT-UA webpage

Mentoring Scheme
aautn.org

AAUT Awards Team
aaut@rmit.edu.au

@AAUTnetwork, @ProfAngeCarbone
& @uniaus

Universities Australia

Professor Angela Carbone