



How to Present Compelling Evidence of Impact for an AAUT Application

Presented by:

Dr Joy Whitton, RMIT University

Professor Barbie Panther, Deakin University

2 July 2025

MEET THE AAUT TEAM



Professor Angela Carbone – Awards Director

Ms Angeline Sim – Awards Manager

Ms Daniele Patterson – Awards Coordinator

Acknowledgement of Country

On behalf of those present, I acknowledge the Traditional Owners of the land on which we are all joining from today. I pay my respects to their Elders, past and present, and to all Aboriginal and Torres Strait Islander People of Australia.

Agenda

How to Present Compelling Evidence of Impact:
Dr Joy Whitton

Insights from an experienced AAUT Assessor/Team
Lead: *Prof Barbie Panther*

Q&A

Key dates

Further Professional Development opportunities

Guest Presenters



Dr Joy Whitton
Grants and Awards Advisor
RMIT University



Prof Barbie Panther
Director Teaching Capacity
AAUT Assessor and Team Leader
Deakin University

How to Present Compelling Evidence of Impact for an AAUT Application

(Citation, Teaching Award and Program Award)

Dr Joy Whitton



Reflect



- Carefully reflect on your practice and the learning outcomes of students.
- What is it that you wish to be recognised for? What is the focus of excellence your contribution? Where does it fit into the awards of excellence scheme? What is your teaching philosophy?
- How will you support your claims with evidence? What evidence do you have already? What will you need to get?

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),

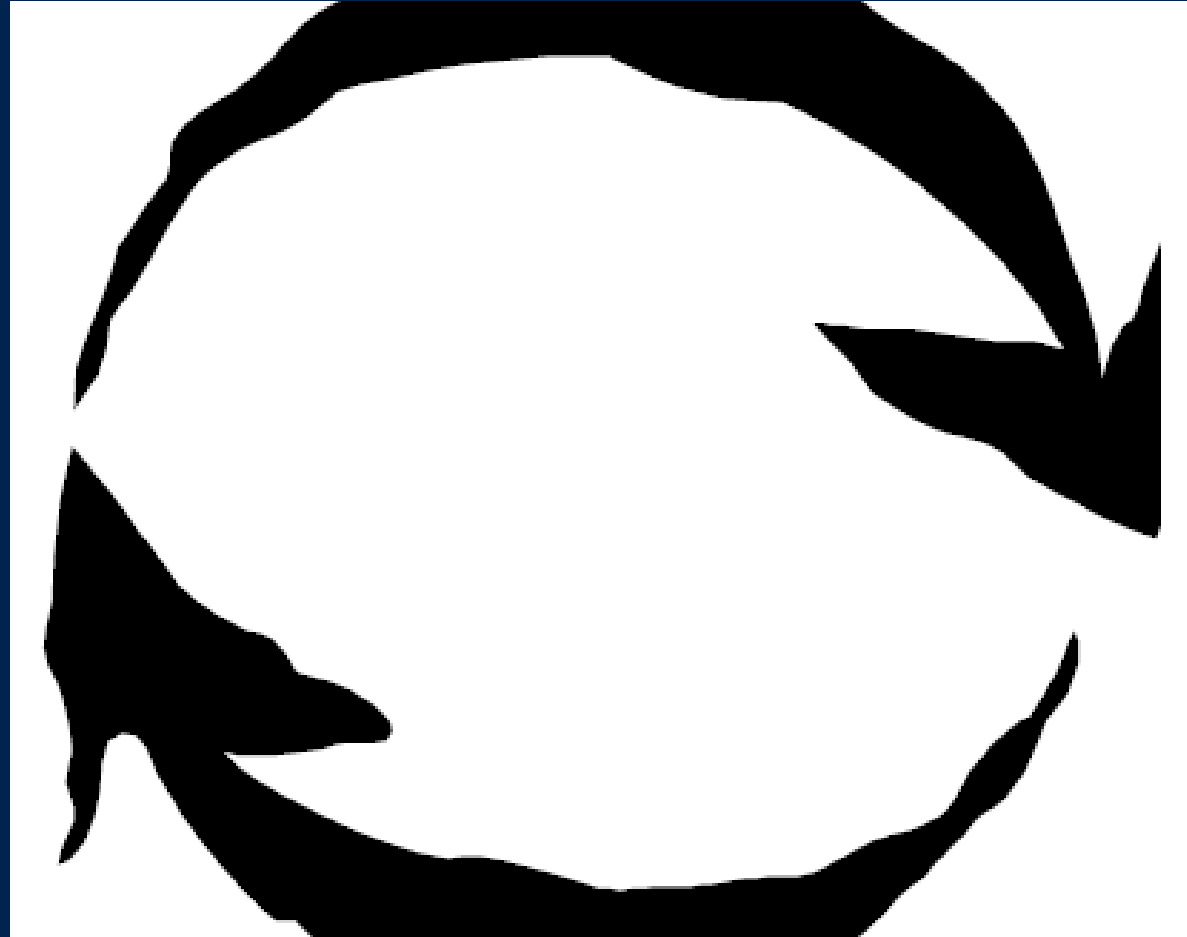
B. Gained recognition from colleagues, the institution, and/or the broader community

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

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

Showing iterative improvement

- What needed improvement?
- My educational goals
- What informed my approach?
- What I did
- How will I know if my teaching approaches had the impact/outcomes I predicted? What evidence to collect on the effects?
- What next?



Effective presentation of evidence of impact

- Information from a **broad** range of sources
- Attests to claims you make in the application about changes in your students' capabilities as a result of your teaching strategies
- Threaded **throughout** the application, not all lumped at the end
- Broad time span (**'sustained contribution'**)

Effective presentation of evidence of impact

continued

- Qualitative *and* quantitative
- Identified by source, date, context, response rate – be transparent
- Visually appealing
- **Topic Sentences** at the start of paragraphs – show the connection between what the subcategory you are addressing, and the why/how in your narrative, and the evidence you're presenting demonstrates the excellence of your contribution

Evidence of impact

- Should reflect the context-dependent teaching environment and your educational goals
- Many perspectives, and varied data sources e.g. students, peers, the institution, eg class attendance, pass rates, retention rates, CES data (with comparator/benchmarks); testimonials; emails, teaching awards, etc.etc.
- Many types of data e.g. numbers/scores, words, tables/graphs, artefacts
- Give voice to those that matter to you e.g. a WIL/IPL focused application may include industry evidence; evidence of transformed capability may include student self-reflective writing

SUGGESTIONS FOR SOURCES OF EVIDENCE

Why do you need evidence?

To support a case for educational excellence, you need a wide range of evidence of impact on student learning or of educational leadership. The types of evidence you collect will depend on the criteria for which you are aiming to illustrate impact or achievement. Different forms of evidence may be applicable across criteria; there is not necessarily a 'right or wrong' piece of evidence. Use judgment and seek advice from your peers and mentors as to which of the evidence types will support your narrative.

Use evidence responsibly – transparency is the rule. For example, evidence will need to be identified by source, context, date, response rate, etc. – eg. (Teaching Evaluation qualitative comment, ONPS2306 Drug Regulation, 2021); it will be more powerful if it's benchmarked against similar cohorts. Is it solicited or unsolicited? (both are appropriate and meaningful); quote accurately; maintain records or keep a teaching portfolio of documented evidence.

Below are suggestions for the kinds of evidence you can draw on to substantiate claims against the criteria. Your case will be stronger if it includes evidence from all 4 areas (columns).]

Student Learning	Peers	Self-assessment	Student Reactions
<i>What indicators of student learning attest to the success of your strategies? Indicators of engagement as a proxy for learning are included here.</i>	<i>Peers may comment on your approaches, emulate what you do, invite you to present or contribute, conduct a formal review of your teaching – so this section is diverse. Consider a range of peers- senior, supervisor, reviewers, direct reports, colleagues...</i>	<i>Think about why you do what you do...and why it has the effect it has... This section also includes indicators of impact of educational leadership and scholarship of teaching and learning.</i>	<i>What do students tell you about your teaching and their learning?</i>
<ul style="list-style-type: none"> evaluation of generic skills/outcomes/attributes results of student achievement- assessment, examinations, prizes and other forms of success outputs of student learning eg projects, publications, exhibitions employer/workplace feedback rates of retention/attrition, pass/failure, student completions student progression to honours or PhD class attendance enumeration of hits on a website, or discussion forum participation or other usage statistics retrospective assessment by alumni assessments made by graduate recruiters and employers with respect to specific courses/experiences student and/or institutional prizes/achievements that can be linked to specific course/programme 	<ul style="list-style-type: none"> peer review of: <ul style="list-style-type: none"> classroom performance (observations/video) course materials assessment practices student interaction (face-to-face or online) instances when peers have emulated or adapted: <ul style="list-style-type: none"> curriculum materials teaching and learning strategies relevant invitations and appointed positions recruitment into leadership roles relevant grants and awards publications and presentations on teaching/scholarship of learning and teaching HEA fellowship, or offices of professional bodies authorship of textbooks or instructor resources and their impact eg adoption by others/institutions editor's/reviewer's comments external examiners' reports on units invited external examiner, reviewer or advisor at other institutions or for accreditation bodies evidence of employer or schools linkage letters of congratulation from Dean, DVC, etc. visiting appointments at other institutions 	<ul style="list-style-type: none"> teaching philosophy teaching journal analysis and evaluation of data to inform and change teaching responsiveness to student feedback impact as course or unit coordinator publications teaching and learning research grant for T & L development projects, the grant income, and outcomes. impact of leadership roles and activities eg, as a result of leading an accreditation process of courses by professional bodies, departmental or faculty leadership in education, active membership of Learning and Teaching Committee or equivalent, relevant extracts from minutes of working groups or committees demonstrating action or leadership. professional teaching qualifications or PD and impact on your teaching contribution to education courses on T&L impact of mentorship impact of education policy formation 	<ul style="list-style-type: none"> quantitative and qualitative student feedback on formal student evaluations (CES) student self-reported learning gains – derived from student interviews (focus groups, phone calls, email questions) or informal student feedback gathered in class student logs and journals can include self-reported learning (knowledge/skills gained and honed) unsolicited student feedback LMS surveys ❖ Dynamic feedback – during semester in time to adjust your approaches with students (eg, from self-administered surveys)

Applicants are required to make a case that they have:

- 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.
- Gained recognition from colleagues, the institution, and/or the broader community.
- Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.
- Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

Using Evidence responsibly

- Choose evidence from a RANGE of sources i.e. WEIGHT of evidence
- Solicited and unsolicited (both have value and are meaningful; be transparent)
- Quote accurately (Identified by source/context, date, response rate)
- Maintain records

Before & after – Change in student capacity



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Let student voices be heard



Select comments that focus on how the students *benefitted*
Interweave the feedback throughout your application to
back your claims.

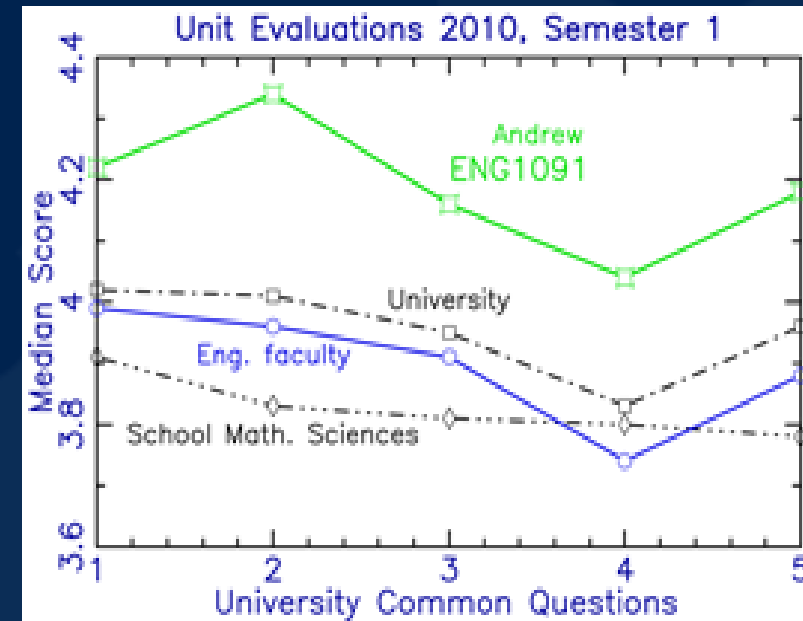
For example:

“Student testimonials indicate a high level of engagement describing the unit as inspiring, changing their perspectives, and giving them opportunities to apply their learning in real-world contexts, for example:” *(followed by 2-4 short extracts from feedback received).*

NB Adhere to privacy and copyright policies e.g., do get written permission from the student, or don't include students' full names/student IDs

Make quant. data *accessible*

- Present data using tables/graphs, percentiles, or percentages
- Benchmark your data against similar cohorts
- Provide source information for statistical data, the number of students, response rates, year/date
- Use data to demonstrate *sustained* contribution
- ***Interpret it for your reader – don't assume they'll pore over your table to discern what the data is telling them*



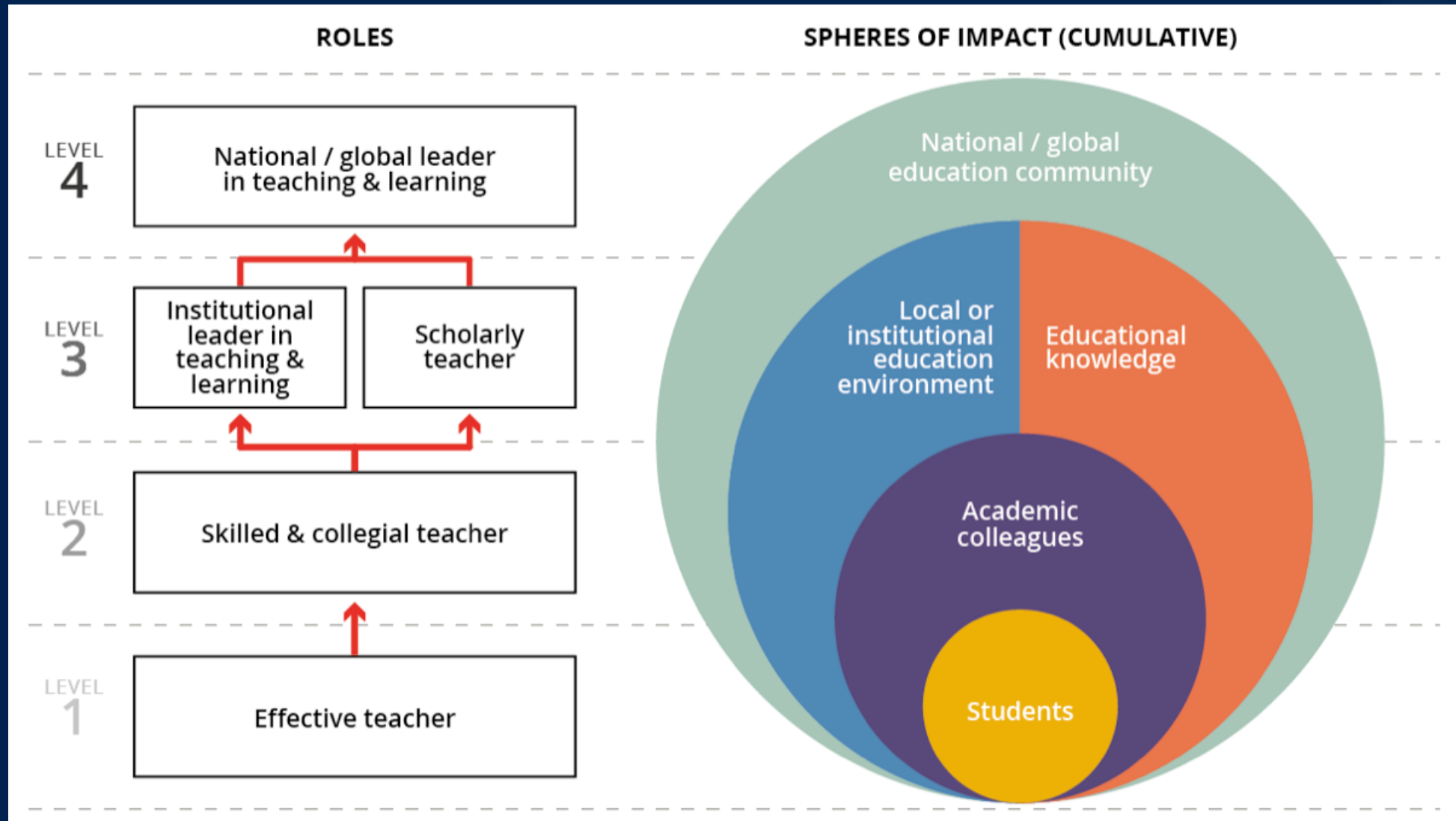
Photographic Evidence



Colleagues

“Colleagues tell me they admire that I put myself out there by continually trying to improve and sharing my active learning strategies. Some try out my approaches in their own classrooms, and I have assisted them how to measure and evaluate the outcomes of their changes. For example, bla bla bla...

“I am particularly impressed with Giuseppe’s commitment to help colleagues and see teaching improved within and beyond the discipline. Examples would be his willingness to engage in peer review, particularly with new colleagues within the discipline and his active involvement in various school programs, events, and committees. Not only is he a regular mentor in the School’s academic mentoring program, but a number of his mentees have gone on to win deans citations and school teaching awards. His pedagogical research, particularly his collaborative research on mobile learning and the use of short-form podcasts, extends that influence beyond the University”



Your Voice

In terms of measurable outcomes, my implementation of active learning methods have had a number of effects: improvement of student grades, students remaining highly task-focused for the entirety of the lecture, increased retention rates in physics from year to year, reduced drop-out rates within my courses, reduced gender gap, and positive student feedback and evaluations that have changed student perceptions of physics. Lecture attendance rates at lectures have also improved, although this is harder to measure. I examined how many clicker responses I receive late in the semester versus early on, taking into account the drop-out rate from university or the unit during the semester. Attendance at lectures without clickers can only be an estimate since we do not take a register. I therefore estimate that lecture attendance has increased from 40–50% without active learning by end-of-semester, to more like 60–70% with, an increase of approximately 20%. Moreover, students from all backgrounds benefit from active learning: from those who have the ability to excel and pursue a Ph.D. in physics, to those who would be on the borderline of passing the course.

Consider summarizing your forms of evidence on page 1

The evidence supporting this application consists of:

- Formal evaluations of units
- Student testimonials and extracts from reflective journals
- Outcomes from leadership of units and year level
- Informal student surveys
- Improved student performance on exams
- Dean of X Citation Award in 202X
- Student award in ZZZZ
- Journal article publications by students
- Peer review
- Competitively-funded support for collaboration in educational technologies (be specific) in XXXX

Role of AI?

- The work of reflecting, and thinking, is human. It's integral to the value of an application. DO IT.
 - Also – If you win, you want to feel the application reflects you!
 - Also, AI can be bland!
- Useful to help you write the < 25 word Citation. “Intelligent” prompting - Ask AI to be a normal educated human reader and produce 10 (?) catchy summaries in a variety of styles – catchy, humourous, metaphorical, as a story...
- Likewise - If you get stuck, ask it to produce 4 (?) versions of sections/paragraphs you've already drafted– and pick the best phrases out of them that you're comfortable reflects your voice.

Role of AI?

- E.G.: “You are a great academic educator, with a flare for writing. Can you help me rewrite this paragraph and finish it by giving me (4) versions in various styles. Make the styles persuasive, academic but with flare and make them extremely well written.”
- AI as Editor: Ask the AI to be a normal educated human reader of popular science and humanities books and to help by suggesting how the application might convey its message in a clearer way.
- Once you have data in excel, AI can be useful to make graphs and tables

Resource: *Co-Intelligence: Living and Working with AI* by Ethan Mollick – particularly Chapter 6



FINAL THOUGHTS

- Write to the criteria
- Evidence is woven into an application in relation to the support of claims
- Evidence is purposely sought by an educator and evaluated for how reliably it indicates impact on student learning/wellbeing/overall student experience
- Visual appeal of application – use of space; subheadings, signposts (don't *overdo* colour or bold)
- FOCUS – don't try to tell everything! - Identify an aspect of excellence in your contribution
- Use the active voice - “I coordinated”, “I designed”, “I evaluated”
- Topic Sentences at the start of each sub-category – show the connection between what you are saying and the subcategory
- Use the AAUT Mentor Scheme if you don't have access to a mentor at your institution

Resources

[AAUT Resource materials](#) - including mentor scheme, videos, and the assessment rubrics for AAUT awards

[AAUT website](#)

[AAUT Examples of effective use of evidence](#) – actual examples from applications of how past candidates have integrated evidence into their application

[UBC Teaching and Learning Impact Framework](#) – excellent examples of leadership and scope (or extent) of impact

[AAUT 2025 Nomination materials](#)

Insights from an AAUT Assessor/Team Leader

Professor Barbie Panther
Deakin University



What distinguishes a successful nomination?

1

A clear and
compelling story of
impact



What is the context?

What were you trying to achieve?

What did you do?

Why did you do it that way - what informed your approach?

How did you evaluate it?

How has it evolved over time?

What was the impact?



2

A range of evidence,
aligned to the claim



2013: Hands-on, industrially focused experiential learning coupled with online learning activities are first implemented (PHASE 1 & 2)

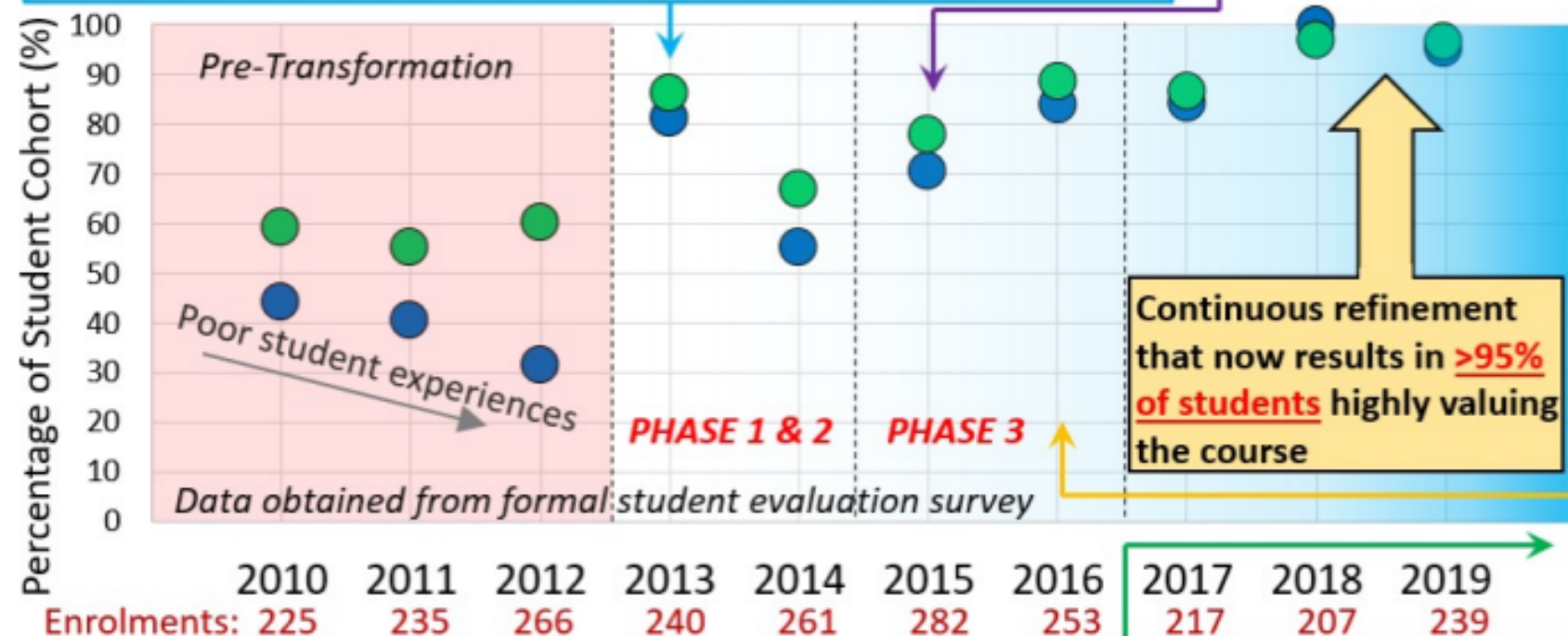
- Students immediately respond positively indicating outstanding learning outcomes from these activities

"The [redacted] workshops were excellent in providing students a taste of the type of work involved in design and manufacturing industries." – 2014 Student

2015: New approach to improve learning and engagement at lectures begins (PHASE 3)

"Really engaging lectures, (the only one I genuinely look forward to each week instead of watching the recording)."

– 2018 Student



2016: Flipped workshop introduced into lecture series using active learning tools (PHASE 3)

- Students value the blended integration with lecture theory

"The 2-hour lectures (where the second half is interactive and not recorded) is probably the best approach I've experienced at uni."

– 2016 Student

● Students rating course as *Outstanding* or *Excellent*

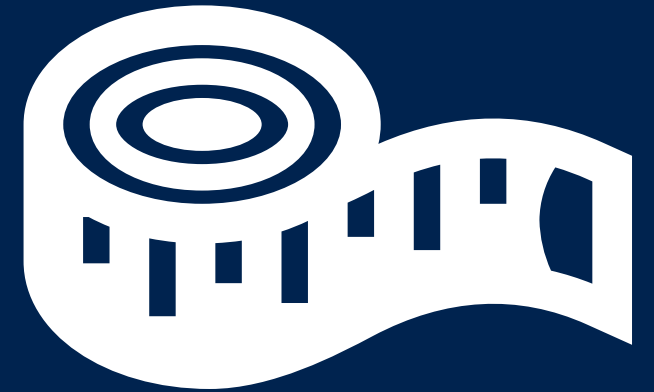
● Students indicating that they *"learned a lot in the course"*

2017-2019: Continuous refinement of course in response to feedback

"LOVED THIS COURSE!! Best course I have done so far." – 2019 Student

3

Evaluation is
integrated into and
informs practice



4

**Innovation is clearly
evidenced**



How does your approach differ from what had been done before?

What sets your activities apart?

Why is it exceptional or unique?

How does it differ from, or has built on, others in the literature you have drawn on?

Why is it so relevant to your context?



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.

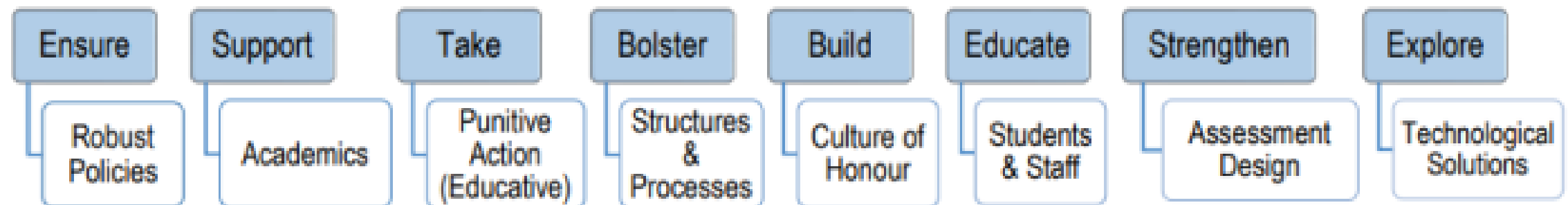


Figure 1. Framework for Academic Integrity Work

5

Scholarship informs
practice



Scholarship **informs development** of your practice. It was there at the beginning – it was there at your decision-making moments – it informs what you did – you contributed to the scholarly landscape yourself.



Show the assessor a well-developed understanding of the scholarship in the area

The problem is: meta-analyses have shown rewards and punishment *reduce* long-term engagement in sport, exercise, and education.¹ As a result, students would likely go into the workforce with antiquated knowledge that was largely ineffective...The evidence-based practice framework supports decision making using both clinical experience and client values and preferences. It is easier to understand these preferences when practitioners have strong interpersonal skills and respect for the client's motivating drivers.² ...[I] developed new assessments that aligned with those expectations³: a case study with an exercise prescription, and a video demonstrating their interpersonal effectiveness with a client.

Reference List

1. Deci, E. L., Koestner, R. & Ryan, R. M. Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Rev. Educ. Res.* **71**, 1–27 (2001).
2. Ryan, R. & Deci, E. *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. (The Guilford Press, 2017).
3. Biggs, J. B. & Tang, C. *Teaching for Quality Learning at University: What the Student Does*. (McGraw- Hill Education (UK), 2011)

Strengthening your claim

- Ask someone who doesn't know your work to read your nomination – do they see (and understand) your story?
- Use multiple types of evidence
- Go beyond general student comments – *X is the best teacher I've ever had* – to comments aligned to your claim
- Review the rubric and then assess yourself against the rubric - aim for the HD category
- Seek wisdom from those who have gone before ([AAUT Mentors](#))



Good luck!



2025 AAUT Key Dates



Additional PD Sessions

Crafting a Strong Narrative for an AAUT Application

Wednesday 9 July, 2025: 11.30am - 12.30pm AEST (9.30am - 10.30am AWST)

Presented by:



Dr Joy Whitton

Grants and Awards Adviser
RMIT University



Dr Angela Jones

2024 Program Award recipient
UNIPREP Team Lead/ AAUTN Mentor
Edith Cowan University

Recordings of the full suite of PD sessions are available online on AAUT- UA webpage, for each award type and subcategories:

- Teaching Awards
- Program Awards
- Citations
- Neville Bonner Award for Indigenous Education
- Early Career Award



Thank you for joining!
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More information
[AAUT-UA webpage](#)

Mentoring Scheme
[aautn.org](#)



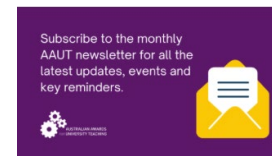
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