

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).

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.

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)

Adapted from Nicoll, C & Smith, C. (2000) 'Sources of Evidence on Quality Teaching'