Teaching Awards: a player's perspective
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http://www.econnow.com/

AUSTRALIAN LEARNING & TEACHING COUNCIL
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Business and Economics
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A:// My experience

2007/2008

Faculty
Dean's Award for Teaching Innovation (with Judith Watson), ASB (UNSW)

Grant: Dept. ($2,200)
Purchase TabletPC Laptop for a trial in S1 2009

Grant: Faculty ($20,000)
To start EconomicsNow! (http://www.econnow.com) (only used about $2,000)

National
Carrick (ALTC) application (didn't get selected internally at UNSW)

2009

Faculty
Dean's Award for Excellence in Teaching, BusEco (Monash)

Grant: Dean's Award ($5,000)

2010

University
VC's Citation for Outstanding Contributions to Student Learning, Monash

2011

University
VC's Citation for Outstanding Contributions to Student Learning, Monash

Grant: VC's Award ($1,000)

2012++?

?University?
VC's Excellence in Teaching Award

?National?
ALTC - Citation for Outstanding Contributions to Student Learning

20++???
B// The Awards on offer: the cone

Dean's

- Award for Teaching Excellence (5 Criteria) [5]

VC's

- Citations for Outstanding Contribution to Student Learning (1 Criteria) [5]

ALTC

- Award for Teaching Excellence (5 Criteria) [27]
  - PM's Award [1]

Dean's Awards for Excellence in Teaching (1 Criteria) [5]

Citations for Outstanding Contribution to Student Learning (1 Criteria) [5]

- Citations for Outstanding Contribution to Student Learning (1 Criteria) [210]

- Award for Programs that Enhance Learning [1]

- Award for Programs that Enhance Learning [14]

- Award for Excellence in Honours Supervision

Est. pool: 400

Est. pool: 4,000

Est. pool: 40,000
The criteria (set by the ALTC)

5 Criteria to choose from

1. Approaches to the support of learning and teaching that influence, motivate and inspire students to learn;
2. Development of curricula and resources that reflect a command of the field;
3. Approaches to assessment and feedback that foster independent learning;
4. Respect and support for the development of students as individuals; and
5. Scholarly activities that have influenced and enhanced learning and teaching.

**Award** for Teaching Excellence (5 Criteria)

*Must address all 5*

**Citations** for Outstanding Contribution to Student Learning (1 Criterion)

*Must address just 1*
Example: 'Citations'

**Dean's Awards for Excellence in Teaching (1 Criteria)**
- Due September
- Written statement and citation
- Nomination letters (HOD + 1)
- 5 A4 Pages
- $5,000 grant

**Citations for Outstanding Contribution to Student Learning (1 Criteria)**
- Due June
- Written statement and 25 word Citation and 100 word synopsis
- 3 A4 pages
- $1,000 grant

**Citations for Outstanding Contribution to Student Learning (1 Criteria)**
- Due March/April
- 25 word citation, within 100 word synopsis
- 4 A4 pages
- 2 Ref letters
- $10,000 prize
### What they are after ...

**From the guidelines**

1. **Influenced** student learning, engagement and/or the overall student experience;
2. Been **sustained** over time; and
3. Been **recognised** by fellow staff, the institution, and/or the broader community.

### Influenced

How did the innovation drive student learning? or engagement?

Have students directly identified the innovation as helping them?

### Sustained

In my case: around 2-3 years (not more) ... probably a weakness!

In about 6 units (very small, to very large)

### Recognition

- Letters of recommendation
- Transfer to other faculty members
- Seminars (internal, external)
- Papers, conferences
C// Evidence: what I did

CHEQ and MonQuest

Unit

Teacher

Compare to the Faculty and University Scores (all available online)

https://emuapps.monash.edu.au/unitevaluations/wr/uewr_rp1_public_yearseme.jsp
Leadership and Transfer: bringing others with you

Give **talks** on your innovations to interested colleagues (Department, Faculty, University, Nation ...)

Before implementing an innovation, think, "How could I show that this worked?"

Maintain a **Wiki** of innovations as a platform to share these with other members of faculty

Be part of **committees** that transfer innovations to other members of the department and university

The "IQ-eg" **Education Committee**

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**EconBrain**

Knowledge from the Faculty for the Faculty

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**British Journal of Educational Technology**

doi:10.1111/j.1467-8535.2008.00916.x

Does regular online testing enhance student learning in the numerical sciences? Robust evidence from a large data set
I followed Richard Buckland (UNSW): clear quotes that directly link to the point you are making (rich quotes required!) I started with a 'Philosophy of Practice' to orientate the reader to my overall perspective and approach

I didn't have many pictures (just the plots)

I tried to have a consistent thread/story

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Some thoughts

1. Maintain a **folder** called "Teaching Portfolio"
2. Publish it all on a **wiki** (what I do -- full disclosure!)
3. Always get **MonQuest** evals (talk about them in class)
4. If a new innovation, set up a **specific online survey** to test responses (e.g. Google Forms)
5. Think **quantitatively** about testing the results of the innovation -- read the literature, not impossible
6. Keep a **journal/diary** (I did this to start with) (reflective teaching)
7. **Read some journals** (e.g. BJET, JCAL, ...)
8. **Encourage** your peers (costly but ... cultural change)