

Teaching Awards: a player's perspective

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<http://www.econnow.com/>



**AUSTRALIAN LEARNING
& TEACHING COUNCIL**
Promoting excellence in higher education



MONASH University
Business and Economics

Agenda

A// Background: my experience(s) of awards

B// ALTC Awards: very brief intro; focus on Citations

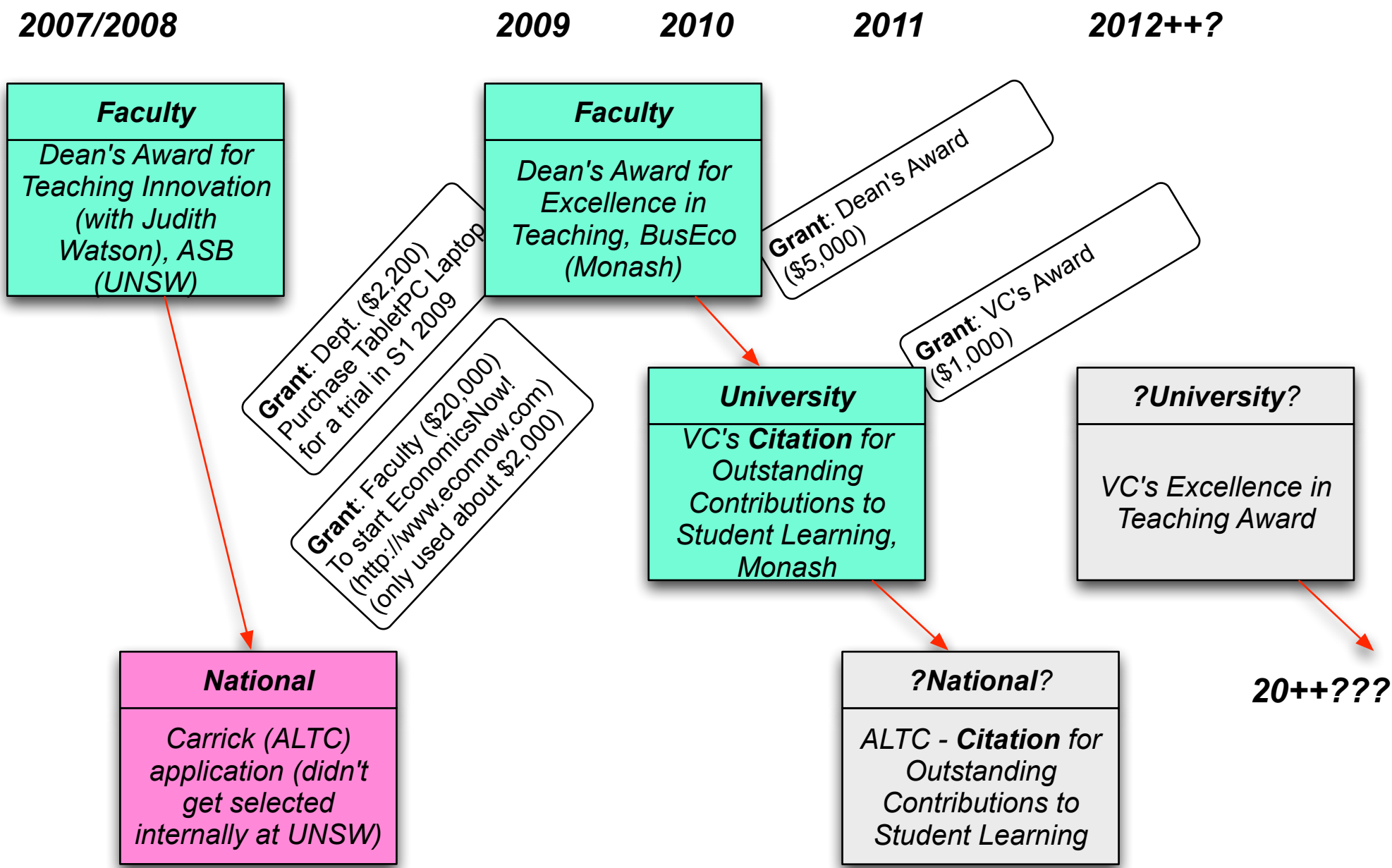
C// Evidence [most of our time]

Gathering and displaying evidence [most of our time]

Writing the document

D// Q & A

A// My experience



B// The Awards on offer: the cone



Dean's

VC's

ALTC

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

Award for Teaching
Excellence (5 Criteria) [5]

Award for Teaching
Excellence (5 Criteria) [27]

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

PM's Award [1]

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 Criteria)

Must address just 1

Example: 'Citations'



Dean's

VC's

ALTC

*Dean's Awards for
Excellence in Teaching
(1 Criteria)*

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

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

Quick stats

- Due September
- Written statement and citation
- Nomination letters (HOD + 1)
- 5 A4 Pages
- \$5,000 grant

Quick stats

- Due June
- Written statement and 25 word Citation and 100 word synopsis
- 3 A4 pages
- \$1,000 grant

Quick stats

- Due March/April
- 25 word citation, within 100 word synopsis
- 4 A4 pages
- 2 Ref letters
- \$10,000 prize

What they are after ...

AUSTRALIAN LEARNING
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Promoting excellence in higher education

ALTC

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

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

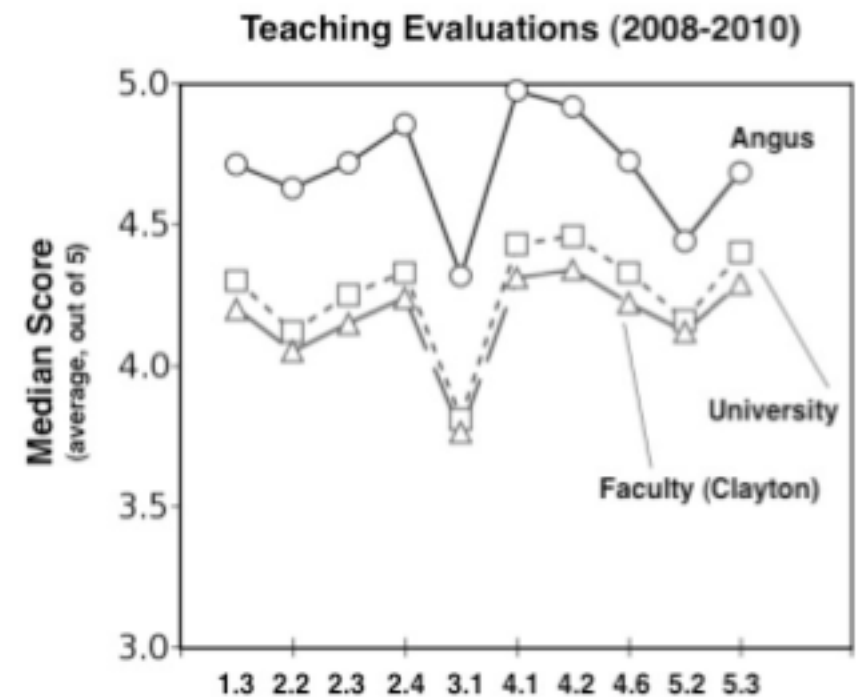
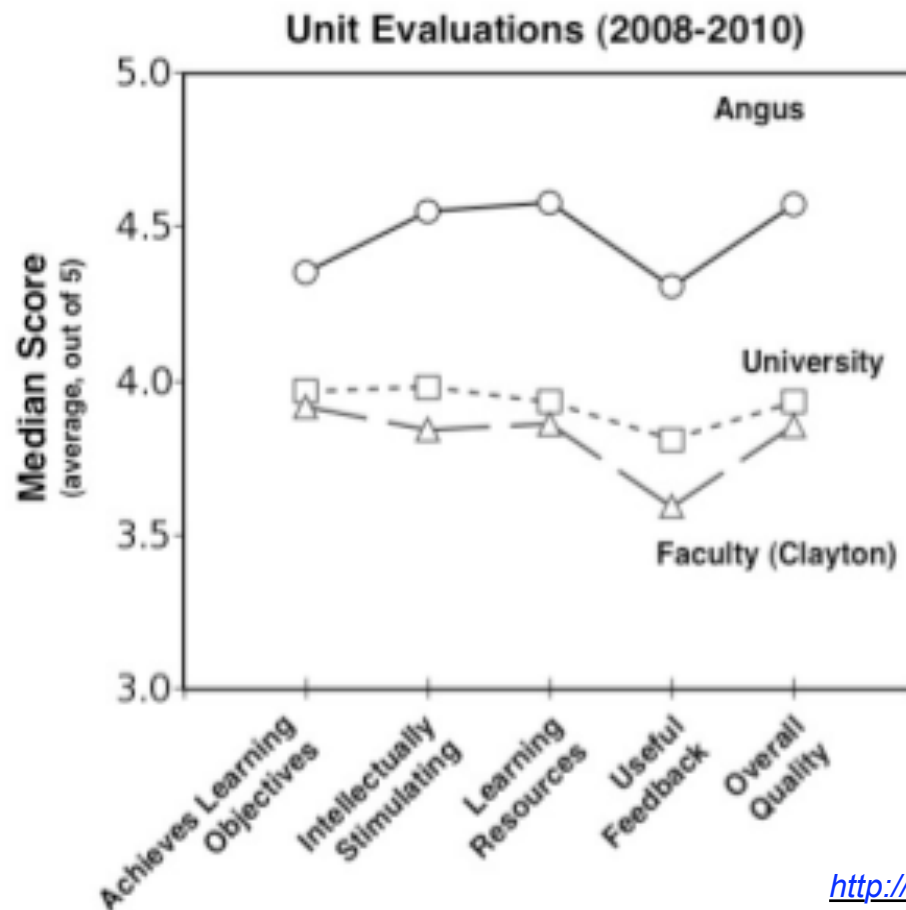
C// Evidence: what I did

CHEQ and MonQuest

Unit

Teacher

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



<http://opq.monash.edu.au/cheq/evaluations/monquest/profiles/rec-items.html>

https://emuapps.monash.edu.au/unitevaluations/wr/uewr_rp1_public_yearseme.jsp

Quotes: Online = Richer information

Monash University
MonQueST
Monash Questionnaire Series on Teaching
Centre for Higher Education Quality

Academic: Simon Angus
Department: Economics
Subject: ECC2810 — Globalisation And Economic Systems
Questionnaire: Lecturing
Administered: Semester 1, 2008 14:00 PM

No of students Enrolled: 122
No Questionnaires Completed: 39
Page: 7 of 10

General Comments

- 1 The lecture is really good. I find it really interesting. However, for me, a internet took me about 2 days everyweek to read the journals. And even though, I cannot orgainse my argument or explain my idea... And although there are four people i There is really no motivation for me to read those long articles. Other than that,
- 2 Simon is an enthusiastic lecturer who is well liked. He is interesting to listen to, help his students. He appears to deliberately takes a very fair and reasonable app My personal dealings have been an excellent experience.
- 3 Simon is a really good teacher. Very very willing to help us with our work and p lecturers in busoco! Maybe weeking readings can be reduced and lecture notes c that, I thoroughly enjoyed this unit!
- 4 Great job Simon! It's nice to have a lecturer who is enthusiastic for a change! ra it's a stimulating and interesting unit, would've been even better with small tutor intimidating for students to speak out and engage in discussions I think, but I un perhaps you could indicate which readings are 'must read' and which are just 're decide which of the many readings each week would best cover the particular to other than that, this is the best unit i've taken in uni so far. thanks for that!
- 5 i think the wiki-teach thing is a good idea...umm apart from that Simon was very almost all of the time. his further explanation of theories and topics was really g supreme.
- 6 I am very happy i took this course, i feel Simon's enthusiasm and deep knowledge favorite courses that i have taken so far in economics and has built upon my kno have been beneficial but do think smaller tutorials where we had to read and the have meant i have more background knowledge and understanding of the readin i appreciated the class, very interesting!! Simon is good..
- 7
- 8 I don't know what areas you could improve on as it was all terrific
- 9 Your slides and teaching style is great, but i think 3 hours is a lot to take. The un was split up into 1 hr blocks (but thats not your fault simon!). Interesting unit over
- 10 Having the lecture notes available online before the lecture was a big help in bei interesting material, and your enthusiasm in the subject was quite evident. Enjo
- 11 simon is a really good lecturer, he does a pretty good job of making some bland opportunities for students to clarify unit material. the method for submitting pos idea but probably more suited towards students with an active interest in the cou fill a degree, having said this however, simon has given every incentive possible former with his lecturing 'flare'.
- 12 All in all, great job and thanks to Simon for making this subject interest! I can pr could improve...BUT! I understand that lecturing must be very hard! And everyt they would like a lecture to be presented. So, i can only write what I, PERSONA majority.
1. I think that sometimes, when Simon is trying to explain the content, he goes a time.
2. Simon sometimes goes off the topic (which is indeed necessary sometimes).

I believe that he has really tried to make this subject interesting for us, and those

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No
No Quest

- appreciate his enthusiasm!
- 13 This was a great unit. It was relevant and has given me a much great understading of the role to better understand economics on a global scale. The historical aspects of the course were ex will definatly recommend.
 - 14 really enjoyed the lectures. The content was a nice break from ordinary commerce work i was i liked the concept of the reading log, however sometimes wasn't motivated enough to make i readings. it would have been nice to have smaller tutorials to discuss information also, but i g problems. There may also have been a bit too much content covered, i feel like i will have to overall i was very satisfied with the unit.
 - 15 The discussion board was great.It made sure you stayed on top of things and allowed for the c impressive and stimulating lectures.Not easy to lecture for a 3 hour block like that so enthusi Simon.
 - 16 loved his enthusiasm for the topics...thought online blogs for readings was a good idea but ne for each week to guide discussions online...thought the lecture slides were a little long and no presentation) which I found a little confusing (i.e. 'wiki' not so good compared to normal ppt much direction to 'tute time' after the 2 hour lecture...it was just 'what are your questions' - th seemed Simon was REALLY tired after 2 hours of lecturing and then it was just free time to made me think twice about continuing Economics as a major..i wish ALL ecc subjects were I Thanks Simon for your energy and enthusiasm - you inspire me to be a teacher!
 - 17 Good unit, great lecturer. Didn't really like the way the slides were formatted, and three hours
 - 18 Great stuff Simon!
 - 19 thanks for the enthusiastic manner of the lecturing, the reading was maybe a bit to much but t wiki slides was no hassle and i guess easier for you and good for the links, ie to graphs... sure the slides will be good for the exam revision but during the lectures i personally taking n useful.
 - 20 A reader containing all the reading available from the book shop would be nice. While most increasingly in the later topics on references to where they were in the library were available. If resources permit, a tutorial environment would promote much greater discussion and contri tute did.
 - 21 I really enjoyed taking part in the reading logs. I found this a great opportunity to express my readings i did. It has been without question my favourite subject in Commerce/Economics and Simon has been a brilliant lecturer and tutor for the unit, particularly as he is so enthusiastic and passionate about the content and teaching
 - 22 I know it's a bit late but I personally find that "couldn't help noticing" section in the discussion quite interesting and sometimes want to make a post about it but I can't...so you should unlock it! I think it's a great way to discuss about present issues that relates to the theories we've learnt and to see more opinions from others rather than just the people in our group (especially when they're not very active!)
 - 23 The Lecturer's enthusiasm really helped me to also become exited about the material. Also I liked the fact that concepts and theories were questioned so that we could get a full understanding of them (cf. only presenting one side of the argument).
 - 24 Three hours in a row is far too long. The lack of tutorial time also meant that there is fewer opportunities for students to reflect on the content that they have learnt before.
The group discussion may seem like a good idea, however, it depends very much on the participation of every group member. One member can be very outspoken and participative but if the others are less bothered about it and don't reply to the posts, it quickly becomes very discouraging to that member and in the end, he/she will receive low marks, even when

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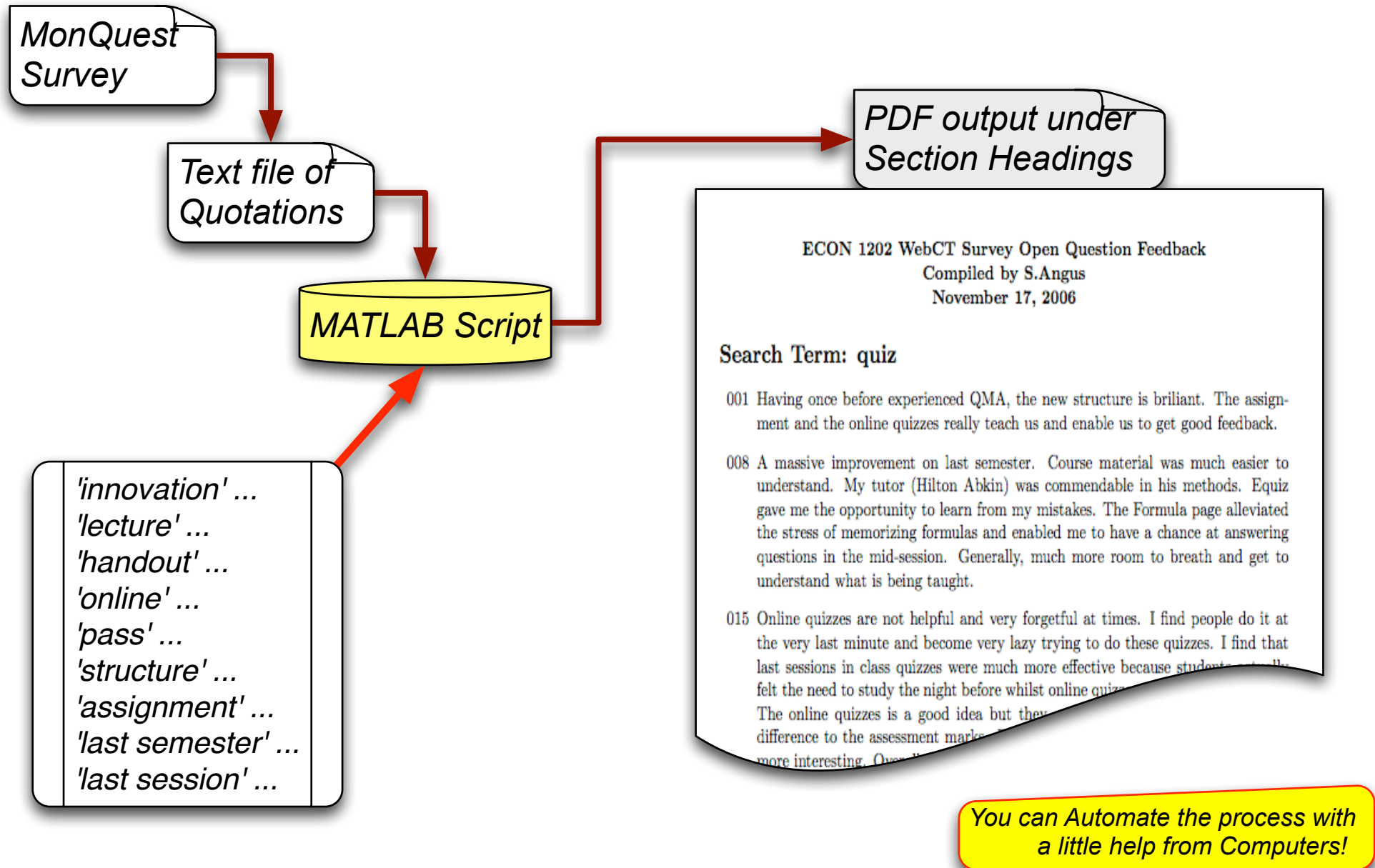
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- group discussion is marked individually.
- 25 When I chose this unit, I thought it talks about today's Globalisation and Economic Systems. If I knew it is nearly totally about the history of Globalisation and Economic Systems, I would reconsider if it is useful for me to select this unit.
 - 26 even though that the subject is sort of overload, i consider that Simon is doing a huge effort in helping students to cope with it. He is a enthusiastic professor and i think most of the teachers should enjoy teaching in the way that he does.
 - 27 Some parts, and especially the first half of the unit was abit dry (such as Capitalism and Communism), although the content itself was quite interesting, as I was able to develop a better understanding of Capitalism and Communism, I thought the lectures about these topics were abit boring, and lectures about Thatcherism and The Third Way were not clearly explained. However, the lectures on Sweden, Japan and the following lectures after these (such as globalisation) were more interesting. Perhaps it is not ur lectures as such that were boring, but the topics itself!
 - However, I believe you could make these lectures more interesting by perhaps giving more examples, and elaborating on these concepts abit further. Other than that, I believe ur an absolutely passionate and awesome lecturer.
 - I also like the discussion logs, because they encourage students to read the material, and then summarise it which is a great way of revision and developing a better understanding. However this will most likely benefit those students who do their work. Despite this, I really enjoy writing discussion logs, although I've only written ONE discussion myself, its quite enjoyable and rewarding.
 - 28 Very good!
 - 29 very enthusiastic lecturer. the unit i learned most new stuff in my time at Monash.
when answering student questions, simon goes off the topic sometimes. but it is also good to know some times Wiki is better than powerpoint for this kind of unit i suppose.
reading log is ok but it makes me feel that i'm being examined through out the semester. there is the annoying 'obligation' feeling sometimes. & some readings are not directly related to lecture materials. nevertheless good to read about those too. Never knew what would be examined at the end of the course, what kind of questions could be asked, this unit is different from other units. It could be a bit helpful if simon would give us some idea on what to focus at every lecture or what do you expect to know for exam perspective and also what you would like us to know in general.
 - anyways, good stuff. i enjoyed the classes. one of the best lecturers i ever met. thank you.
 - 30 Brilliant!
 - 31 Simon Angus obviously makes a lot of effort in preparing this unit, and it definitely shows. This subject has helped to further deepen my understanding of economics and I'm very grateful for it. I have no criticisms really. It has also helped in my decision to choose economics as my major.
 - 32 Unit doesn't appeal to me
Assumptions are made about how much students know about the economic systems
Gets very dull during each lecture, can't seem to concentrate
Shouldn't read the entire quote, only what is relevant and important
don't think the 3 hr period of learning for this unit helps, actually makes it worse, way too long
should really have actual tutorials where tutors and students get more 1 on 1, and help is more available and helps students gain a better understanding
Not enough resources to help study for exams, lecture slides seem very inadequate, not enough information
Discussion board is very good idea
overall, simon, is a very good/organised lecturer/tutor thanks
 - 33 I thought his lecturing and genuine enthusiasm was impressive and evoked interest. Also, his recommendations for wider reading were helpful - perhaps posting them on muso would have been even better.

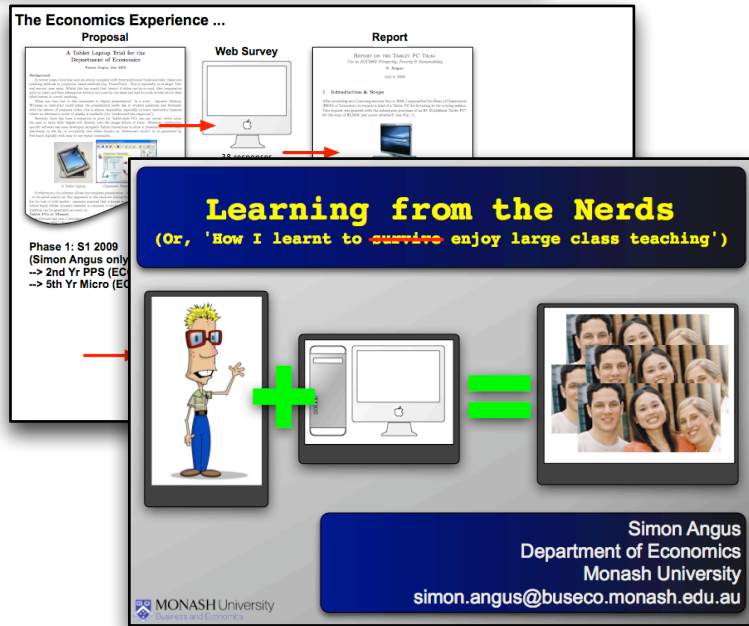
- 33 text responses: >2,200 words (ECC2810, S1 2008)
- 41 text responses: >3,800 words (ECC2800, S1 2010)

Quotes --- I have a VERY big unit!



Leadership and Transfer: bringing others with you

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



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

The "IQ-eg"

Education Committee

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

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

Simon D. Angus and Judith Watson

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

EconBrain
knowledge from the faculty for the faculty

Search

Search

Titles Text

Navigation

- ResearchBranch
- EducationBranch
- AdminBranch
- InfoTechNodes
- How To Nodes
- HelpContents

Recent

This Page

- show changes
- get info
- show raw text
- show print view
- delete cache
- attach file

Welcome to the 'How To Nodes' page: a gathering place for articles of a How To nature!
(To make a new How To article -- use one of the main branch pages.)

Currently in the How To gathering:

1. [EducationBranch/Teaching with a Tablet Laptop](#)
2. [ResearchBranch/LaTeX Installation Guide](#)
3. [ResearchBranch/Large Data Storage and Backup at Monash](#)
4. [ResearchBranch/MATLAB How To](#)
5. [ResearchBranch/MATLAB How To/MATLAB Tutorial](#)
6. [ResearchBranch/NetLogo How To](#)
7. [ResearchBranch/R How To](#)
8. [ResearchBranch/RePEc Setup How To](#)
9. [ResearchBranch/STATA How To](#)

Writing the document(s, !!)

I followed Richard Buckland (UNSW): clear quotes that directly link to the point you are making (rich quotes required!)

Approaches to teaching that influence, motivate and inspire students to learn

Simon Angus

Philosophy of Practice

Outstanding - without doubt one of, if not the single best, lecturer I have come across in my 4 years at Monash.

Student, ECC2800, S1 2009, anonymous survey

A brilliant job by an enthusiastic teacher who obviously loves his work! Thanks for the best unit I've yet taken at Uni Simon!

Student, ECC2800, S1 2009, anonymous survey

My philosophy of teaching is driven by my passion for learning on the one hand, and my acute sense of responsibility towards my students on the other.

The former is driven, on reflection, by the teachers who have inspired me in my varied learning endeavours, not least of which I would count my own father's infectious dinner table expositions. It was clear to me from a very young age that learning that is *fun, meaningful and exciting is learning that lasts*. I see it as my role to teach that which fits these attributes. If the material is not something I believe to be valuable, or I do not present it in a way that reveals the paradoxes, enigmas, tensions and thrills of the intellectual chase, then I have not rendered it in its fullest sense to my students, and I have missed a great opportunity.

I started with a 'Philosophy of Practice' to orientate the reader to my overall perspective and approach

Innovation 1: Launch of EconomicsNow! Website

EconomicsNow! is great and I will definitely continue using it after this unit. I hope that it becomes a tool that not only Monash students but students everywhere use to get up to date information on economic issues.

Student, ECC2800 S1 2009, anonymous survey

EconomicsNow! and the General Resources section of Blackboard are really really really great! Thank you so much for these. By collecting all these resources for us (and in this entertaining form) you have made the subject so much more interesting and accessible. I will continue to use them and have further discussion in EconNow!

I just wanted to say how much I enjoyed the subject but the way you were able to redefine for me what economics is all about. It reinvigorated why I was attracted to the discipline in the first place. ... Again thanks very much and I will continue to follow EconomicsNow! and hopefully use my knowledge of economics to make the world a better place.

Back in early 2008 I attended a seminar on teaching introduced to an embryonic website project called EconomicsNow! which was designed to engage students with contemporary issues in finance. In the new ECC2800 unit in 2009, I set about establishing the same concept. My reading of the educational literature indicated that students who engage more often with the material of a unit, would have far greater retention and understanding. Students subscribed through their iPods and could listen at their leisure. I'm thankful to many economists and scientists who have so

Motivating Young Minds Beyond the Classroom

Simon Angus obviously makes a lot of effort in preparing this unit, and it definitely shows. This has helped to further deepen my understanding of economics and I'm very grateful for it. I have no criticisms really. It has also helped in my decision to choose economics as my major.

Student, ECC2810, S1 2008

This class has changed my attitude towards aid and has also potentially changed my future career path. Favourite class in all 4 years at Monash.

Student, ECC2800, S1 2009

Thanks Simon for your energy and enthusiasm - you inspire me to be a teacher!

Student, ECC2810, S1 2008

What are we doing at university, if not equipping and motivating our students for tomorrow's problems? It has been a real joy to see students grappling with the really tough issues of our time: poverty and inequality, climate change and sustainability, the ongoing battle for economic supremacy and the ideas that drive nations. My approach has been to try and lift the material from the page to the world; one example of this is the EconomicsNow! Website.

Example: Launch of EconomicsNow! Website

EconomicsNow! is great and I will definitely continue using it after this unit. I hope that it becomes a tool that not only Monash students but students everywhere use to get up to date information on economic issues.

Student, ECC2800 S1 2009, anonymous survey

I just wanted to say how much I enjoyed the subject over the semester, not just the specific content but the way you were able to redefine for me what economics is all about. It reinvigorated why I was attracted to the discipline in the first place. ... Again thanks very much and I will continue to follow EconomicsNow! and hopefully use my knowledge of economics to make the world a better place.

Student, ECC2800, by email, 8 June 2009

My reading of the educational literature indicated that students who engage more often with the material of a unit, be it inside or outside of formal teaching times, would have far greater retention and understanding. The idea was then to engage students through their own media - sound and video files - with ideas taken from the unit to the world at large. With the help of a Faculty grant EconomicsNow! (<http://www.econnow.com/>) was born and has received considerable interest from students since. During semester, I would see an article or video of interest online, write a response to it based on Economics taught in ECC2800 and then post the article and a recording on the site. Students subscribed through their iPods and could listen at their leisure. I'm thankful to many economists and scientists who have so

Sub-headings for each innovation to make the contributions clear to the reader

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

I tried to have a consistent thread/story

Managing the data/evidence & miscellany

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)