# OCTAL Awards

SUPPORT FOR APPLICANTS

Teaching Grants and Awards

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###### Support activities and resources to prepare your **OCTAL Application: Teaching and Learning and Provision of Key Services**

### Who else do you need to engage?

|  |  |  |
| --- | --- | --- |
| **Component of your application** | **Things you do?** | **Others you need to engage…** |
| Application form | Yes |  |
| CV | Yes |  |
| Written statement | Yes | Seek support and discuss with colleagues who don’t know your work as well as those who do |
| Head of Unit Report |  | Head of Unit |
| Two References |  | Identify two appropriate referees  One can be your Head of Unit |
| Evidence of good practice | Yes | Organise surveys or peer observations or other evidence |
| Supporting material | Yes | Seek relevant documents or feedback from colleagues or students |
| Summary/abstract | Yes | Readers who can tell you whether you have captured the essence of the application |

### Are you clear what the criteria mean?

1. **Approaches to teaching and the support of learning that influence motivate and inspire students to learn.** This ***may*** include

* fostering student development by stimulating curiosity and independence in learning;
* participating in effective and empathetic guidance and advice for students;
* assisting students from equity and other demographic subgroups to participate and achieve success in their courses;
* encouraging student engagement through the enthusiasm shown for learning and teaching;
* inspiring and motivating students through effective communication, presentation and interpersonal skills;
* enabling others to enhance their approaches to learning and teaching; and
* developing and/or integrating assessment strategies to enhance student learning.

1. **Development of curricula, resources or services that reflect a command of the field.** This ***may*** include:

* developing and presenting coherent and imaginative resources for student learning;
* implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning;
* communicating clear objectives and expectations for student learning;
* providing support to those involved in the development of curricula and resources; and
* contributing professional expertise to enhance curriculum or resources.

1. **Evaluation practices that bring about improvements in teaching and learning.** Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education. This ***may*** include:

* showing advanced skills in evaluation and reflective practice;
* using a variety of evaluation strategies to bring about change;
* adapting evaluation methods to different contexts and diverse student needs and styles;
* contributing professional expertise to the field of evaluation in order to improve program design and delivery; and
* the dissemination and embedding of good practice identified through evaluation.

1. **Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.** This ***may*** include:

* participating in and contributing to professional activities related to learning and teaching;
* innovations in service and support for students;
* coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching;
* demonstrating leadership through activities that have broad influence on the profession;
* providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort; and
* influencing the overall academic, social and cultural experience of higher education.

### Are you gathering evidence from multiple sources?

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| *Four sources of evidence:* | PEERS | YOU |
| STUDENT  REACTION | STUDENT  LEARNING |

Peers:

* “Classroom” performance – peer observation of teaching
* Teaching and learning strategies. Have you had them reviewed?
* Course materials – reviewed by… recognised by peers?
* Course content – have you had your curriculum reviewed? Is it perceived as cutting edge? Are other courses modelled on it?
* Assessment practices – do peers adopt these? Have they been reviewed? Are they put up as good practices examples?
* Management of teaching – do you coordinate a program, or year or did you establish a program? If you have many tutors, then management is crucial. Your Head of School could write a report. Look at attrition rate.
* Leadership roles – have you set up a course or run a committee?
* Are you invited to teach in other courses and overseas? (“I am noted for inspiring student interest as I’m invited to present at a range of events such as…”)
* Scholarship of teaching – are your articles accepted in journals?
* Publications (peer review process)
* Consider many levels of peer reviewing – your tutors or team members, supervisor, HOD, external reviewers nationally and internationally.

You:

* Do you write a teaching journal? (Good time to start noting down key events/issues/key concepts to follow, resources to pursue, plans for review…)
* Teaching philosophy – hone this as you go, remembering to note why you change it if/when you do.
* Responsiveness to student feedback – what the feedback was and what you have done in response
* What drives you? What is your passion? Elaborate what is important to you.
* Self-reflections, analysis and evaluation. Demonstrate the journey.
* Reflective course memo to colleagues

Student reactions:

* Student evaluations of teaching or unit
* Student interviews (not by you)
* Informal student feedback
* Course Experience Questionnaire (CEQ)
* Unsolicited student feedback (such as emails)
* Student logs or journals
* On-line feedback

Student learning:

* Key concepts before and after your course
* Students’ self-reported knowledge and skills
* Rates of attrition, failure, or progression through to honours and postgraduate work
* Course identification and evaluation of generic skills
* Student work (independently marked) – thesis, projects
* Employer workplace feedback
* Approaches to study questionnaire

Start to put some ideas in the cells about evidence you already have. Use awareness of gaps to identify what you can collect in the future.

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| --- | --- | --- | --- | --- |
| **Criterion** | **Evidence of your reflection** | **Evidence from peers** | **Evidence from students** | **Evidence of student learning** |
| 1. Approaches to teaching and/or learning support that influence, motivate and inspire students to learn |  |  |  |  |
| 1. Development of curricula, resources and/or services that reflect a command of the field |  |  |  |  |
| 1. Evaluation practices that bring about improvements in teaching and learning |  |  |  |  |
| 1. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience |  |  |  |  |

### Consider your referees

Choose them well – don’t let them just repeat what is in your application. Provide advice to your referees regarding their role. Give them some questions to answer, like “how does this person/program contribute to…”

In the table, put some possible names next to the criteria and look at which combination of referees would work best to cover as many criteria as possible.

|  |  |
| --- | --- |
| **Criterion** | **Ideas for referees to feature (additional)** |
| 1. Approaches to teaching and/or learning support that influence, motivate and inspire students to learn |  |
| 1. Development of curricula, resources and/or services that reflect a command of the field |  |
| 1. Evaluation practices that bring about improvements in teaching and learning |  |
| 1. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience |  |

Identify the main claims you can support with evidence and outcomes

Now that you have considered the scope of your work, what evidence you have and who can comment on that work, it’s time to brainstorm **key ideas** and claims you might include under each criterion. An effective structure is:

* State claim with example/s
* Provide evidence from a variety of sources
* Discuss any outcomes or impact

Demonstrate breadth and depth over time – don’t just focus on the narrow here and now.

|  |  |
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| **Criterion** | **Main focus (claims) under each criterion** |
| 1. Approaches to teaching and/or learning support that influence, motivate and inspire students to learn |  |
| 1. Development of curricula, resources and/or services that reflect a command of the field |  |
| 1. Evaluation practices that bring about improvements in teaching and learning |  |
| 1. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience |  |

Identify your main items of evaluation data to include

In here list a range of things colleagues might consider *(you might want to refer to evaluation data examples in the OCTAL collection – check with the LTC Programs Coordinators at* [*grants-awards@uow.edu.au*](mailto:grants-awards@uow.edu.au)*)*

### Identify your support material

Note: you can now include a video.

If you are using print materials, consider how you structure it to make it ‘stand-alone’. Include the following:

* Title (that informs the reader of the key theme or idea on the page)
* Data in visual, tabular or text (such as quotes) format. You could use a collage of material around a theme…
* Finally, a comment box that informs the reader of the relevance of what they are looking at. For example, what criterion/a does this support? What does it illustrate?

You **don’t** need a page of support for each criterion – put in what is relevant to you. If you adopt a thematic approach, one page could illustrate 2 or more criteria. Here is one suggested format:

|  |
| --- |
| **Title (theme)** |
| **Data – table, image, text… concept map…** |
| **Impact on students… (For example, quotes from students or staff…)** |
| **Comment or annotation from you that explains the relevance of the material to your application – what it illustrates…** |

**Remember** – you should refer to this material when you address the selection criteria.