

Vice Chancellor's Awards for Outstanding Teaching: Structuring the argument in your application.

Intention	Strategy	Evidence
<p>What do you aim to achieve in your teaching?</p> <p>Why?</p>	<p>How do you do this?</p>	<p>How do you convince somebody else that you did this and it actually achieved your aim.</p>
<p>Aim to improve the quality of student learning by ensuring that students see how what I am teaching relates to the (their) real world. Students' perceptions of the relevance</p>	<p>I use case based teaching, and the cases are drawn from the students own daily life, to illustrate the theoretical constructs</p>	<p>Improvement in student learning is demonstrated in the changes in the assessment outcomes for the 1999 / 2000 cohorts, using the SOLO taxonomy to analyse the assessment outcomes I found....</p>
<p>I aim to improve the effectiveness of student learning by helping students focus on the variation between different understandings. – research into student learning by....</p>	<p>I encourage students to really engage with the variation in understandings of the middle east politics through a role play where they....</p>	<p>In the students' evaluations of my teaching, 80% of them attributed their learning to the way they engaged this particular activity. One of the students noted “.....</p>
<p>I aim to promote independence in student learning by harnessing students inherent curiosity and engaging them as active partners in their own learning..</p>	<p>I introduced a curriculum innovation to give students responsibility and control over aspects of the content of their course by negotiating part of the curriculum content.....</p>	<p>Employers of graduates of the course have written to me noting the changes they have seen as a result of the new curriculum I introduced ...</p>
<p>I aim to ensure participation by the diverse student groups in my classes by a strategy of inclusion. I aim to make students' learning pathways more directly relevant to their diverse lives and to their future career paths in their communities.</p>	<p>I encourage students to do some preliminary research into, then to negotiate with me, topics for investigation which are based in their own communities. Students are allowed to work in pairs if they wish, and they present their findings to the whole class.</p>	<p>I now have a much higher % of students from x communities enrolling, and more importantly, a much higher retention and success rate. In their evaluations, most students comment on the value of the diversity rather than identifying it as a source of 'difficulty' as many had in the past.</p>
<p>I have considered students' perceptions of their learning needs and designed my curriculum on the basis of this rather than my pre-conceived teaching intentions.</p>	<p>I have used the flexibility of access offered by the web to ensure that my learning resource materials are collected in response to student interests and structured tasks that rely on students learning needs rather than artificial tasks.</p>	<p>I have tracked and analysed the patterns of use of the web site and analysed the nature of the questions posed and errors made on the self-assessment. This revealed..... This research has been published in The journal of....</p>
<p>It is important to emphasise students' learning and to have a student-focused perspective, (Prosser & Trigwell 1999), because we know that in lectures students can be passive and do not necessarily learn the things that are told them.</p>	<p>Group sessions, assessed projects, peer feedback, self assessment, and learning journals introduce students to a range of techniques and strategies that encourage them to actively reflect upon their practice and engage with their own learning.....</p>	<p>In the evaluations for the course, students consistently comment on the quality of the course materials and the way the course is structured to 'force' them to learn.</p>

Assessment and learning are integrated and draw on professional practice. We know from research that assessment drives learning and that assessment should encourage and support learning rather than undermine it (Boud 1995).	I use work-based projects based on activities nominated by the workplace supervisors. The outcomes of the assessment are therefore actual changes in practice such as.....	85% of the 200 workplace supervisors indicated that the students had a firmer grasp of the requirements of professional practice and 90% indicated that students had a more professional approach than in the previous year.
I have involved students as researchers and active partners in curriculum. This initiative is based on the student learning literature...	The students participate in a collaborative research task with graduate class and the results of this cutting edge research provide the content for their curriculum	The student evaluations for the course have noted their improved interest in the subject as a result of the inclusion of inquiry task. Overall the ratings have ...
Students should be encouraged to critically reflect on their practice in order to improve it. Critical reflection is viewed in the literature as an essential component of professional practice.	Students keep a journal detailing their ideas about learning as they critically reflect on their practice and change it. The use of journals as an effective strategy for reflection has been emphasised by Brookfield 1999.	All but one of the students mentioned how they had learned from the practice of reflection in their exit interview with the placement supervisor.
I critically reflect on my practice in order to improve it. Such reflection is one of the three aspects of professionalism in teaching identified by.....	I have negotiated with a colleague to spend time supporting each other's reflection through critical peer review and professional development discussions	My journal of these discussions records the action statements that have arisen, for instance... student evaluation resultsreveal the effectiveness of this particular curriculum innovation.....
In order to further the scholarly understanding of student learning I am active in research and inquiry into student learning....	I initiated a collaborative research project with my colleagues in and successfully applied for funding from the faculty.....	The outcomes of this research were presented at the HERDSA conference and an article on this research has been accepted for publication in the refereed journal.....
<i>And some <u>not</u> so convincing examples.....</i>		
I include a focus on communication skills in my subject because when students go into the world of work they will need to know how to work in teams and I think this is an important student learning outcome	I give a lecture every semester on communication skills	Students find the lecture interesting and my student satisfaction ratings for the course are high.
I am enthusiastic about my students and genuinely committed to their learning	I try to make sure that all students pass the course. This is important because I really care about the students and want them to succeed.	Students seem to listen intently to my lectures and when I ask for questions at the end no-one has any. Last year there was only a 20% drop out in this subject and the marks were above average.