



# TEACHING AWARDS 2021 BRIEFING SESSION



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# AIMS OF THE BRIEFING SESSION

- To raise awareness of the Queen's Teaching Awards Scheme
- To encourage colleagues to apply for a Teaching Award
- To provide guidance on the type of information that should be included in an application
- To be transparent about the selection process

# BACKGROUND

- The Scheme has been running for 23 years
- 171 Teaching Awards have been won to date

# AIMS OF THE TEACHING AWARDS

- To identify and acknowledge good learning and learning support
- To encourage and reward the development of learning/learning support activities that have led to particularly effective/worthwhile learning
- To disseminate information on good learning and teaching and support practice throughout the University

# WHO CAN APPLY?

- TEACHING AWARD CATEGORIES
  - Impact Award (Individual)
  - Sustained Excellence (Individual)
  - Rising Stars (Individual)
  - Student-nominated Award (Individual)
  - Excellence in Teaching/Learning Support by a Team

# PROCESS: Application Form

- Guidance notes, application templates, samples of previous applications can be downloaded from the [CED](#) website.
- Application form – template should be completed electronically and sent in **Word** format to [e.mcdowell@qub.ac.uk](mailto:e.mcdowell@qub.ac.uk)
- Closing date is 5 pm on **9 August 2021**

# PROCESS: Shortlisting

- Shortlisting by Teaching Awards panel
  - Professor David Jones (Chair)
  - Director of Academic and Student Affairs
  - Representatives from Faculties (2 per Faculty)
  - Representative from SU
  - Maria Lee, Educational and Skills Development
  - Dr Claire Dewhirst, CED
  - Dr Penny Sweasey, External Assessor

# PROCESS: Meeting with the panel

- You will be asked to submit your electronic presentation in advance of the meeting.
- You will have a 10 minute chat with the panel who will have watched your presentation and re-read your application.



# What if I win?

- There is a prize of £1000 to individual or team
- Certificate of achievement
- Contribution to your personal promotion profile
- You'll be asked to disseminate the information on your good practice to a wider University audience

# What if I don't win?

- Many colleagues that go on to win a Teaching Award have had to apply more than once
- Applicants will be given feedback to strengthen the application
- It may be that the work will benefit from more time to develop to provide evidence of effectiveness

# WRITING THE APPLICATION

# Focus of the application

Depending on your level of experience, your application could focus on :

A broad brush approach over an extended period of time (years or a career)

**Or** Your particular contribution across several modules

**Or** More specific innovative contributions to learning and/or learning support

# Reflecting current priorities

For example:

- Supporting student learning through the pandemic
- Development of student/staff digital literacies
- Dynamic and relevant curriculum
- Employability, Enterprise and Global Citizenship
- Internationalisation
- Innovative and flexible delivery

# Where to place the emphasis

- Innovative approaches
- More conventional teaching but carried out exceptionally well
- Diversity of approaches
- Including specific examples
- Impact on your learners is key

The emphasis is on your practice – it's not an academic paper, but mention any funded projects, publications and work that has informed your teaching

# Structure of the analytical account for Individual Awards

**Background Statement (150 words):**  
**Introductory statement on your contribution to learning and teaching to date, e.g.**

- Types of activities
- Subject, modules, numbers of students
- Particular educational interests
- Statement of your Teaching Philosophy

# Discussion: 4 Sections

- Context
- **Individual Excellence:** Promoting and enhancing the learners' experience
- **Raising the Profile of Excellence:** supporting colleagues and influencing how learning is supported
- **Developing Excellence:** ongoing professional development



# Context

- Set the context for the work you are outlining in your application
- How does your work support your teaching philosophy?

# Individual Excellence: promoting and enhancing the learners' experience

## 1) How you stimulate and inspire learners

- Enhancing your students' learning experience (including examples)
- Dealing with diverse learning needs
- Evidence?

- **Examples of the types of evidence**
  - Student/learner feedback
  - Evaluation scores
  - Comments from peer observations
  - Comments from External examiners' reports
  - Comments from colleagues, internal and external
  - Results of student assessment

## **2) How you develop, organise and present resources, e.g.:**

- Online, e-learning
- Paper-based
- Physical models, artefacts, etc
- Use of physical spaces
- Staff resources

How do these support learning?

### 3) How you assess students/learners

- Range of methods used
- Assessment of learning outcomes
- Innovative methods e.g. peer and self assessment
- Feedback to students

Rationale for assessment approach and any changes you are thinking of making

# Raising the profile of excellence: how are you supporting/leading colleagues within your School or beyond?

## i) Development of colleagues

- Informal support, sharing materials, etc.
- Team-teaching
- Mentoring
- Peer observation
- Workshops, within the School or more widely

## **(ii) Contributing to School and/or institutional initiatives, e.g.**

- Committees or working groups
- Developing policies or initiatives
- Internal projects on learning and teaching
- Staff or educational development activities

Impact on your School and the University?

### **iii) Regional/national/international contribution**

- Collaborating with colleagues in other universities
- External examining
- Pedagogical conference papers, posters, publications
- Externally funded projects
- Work with external bodies



# Developing Excellence: professional development activities undertaken and how these have informed your teaching

- i) **Ways in which you undertake professional development, e.g.**
- Courses, conferences and events
  - Online learning
  - Reading and reflection

What did you learn?

Evidence of improvements for your learners

## ii) How you review and reflect on teaching

- Student feedback
- Colleagues' feedback
- Self/team reflection
- Module review
- Peer observation of teaching

How do you use these activities to review and enhance your practice?

# Team Award

**Background Information (150 words)**

**Discussion Section (2000 words  
across the four areas)**

# Team Award

- Context
- Collaborative Working - how the team works effectively together and how this approach benefits learners and the team members.
- Team Excellence (double-weighted) - how the team works effectively together and how this approach benefits learners and the team members.
- Developing Excellence - how the team is influencing change with the subject/School/University or beyond

# Responding to the pandemic

- What was the challenge that you faced?
- how did you approach this?
- what did you do?
- why did you do this?
- how did the students engage?
- on reflection, did this work well?
- what would you keep?
- what would you change?

# Key questions to address in an application

- Why did you take this approach?
- Why is your approach valuable for your learners? for your School or area? for the University? in a wider context
- What evidence do you have to support your claims?

**i.e. an analytic and evaluative stance**

- What have you learned so far from your experiences?
- What developments might you make to improve future learners' experiences?

**i.e. A reflective approach**

And finally....

- Remember the word limit and don't include any additional materials, including links to websites. In order to be equitable to all applicants, the panel won't consider additional material.



**Any Questions?**

