

Division of Humanities Awards for Outstanding Contribution to Student Learning

The purpose of these awards is to recognise and reward the contributions that individuals and teams make to the quality of student learning in the Division of Humanities. They are open to academic staff (continuing, contract or sessional), professional staff and student groups. Up to two individuals or teams will receive a certificate and \$1000 budgetary support which can be used to support for teaching or marking relief or research assistance in 2008 and 2009.

Award winners are eligible to be nominated for Vice-Chancellor's Citations for Outstanding Contribution to Student Learning or Vice-Chancellor's Awards for Programs that Enhance Learning, and if successful, Vice-Chancellor's Awards for Teaching Excellence and ALTC Citations for Outstanding Contributions to Student Learning or Awards for Teaching Excellence.

The awards are open to both individual members of staff, teams of staff and/or teams of staff and students, and student groups. Staff of any level can apply, and early career applicants are welcome. Teams may be of any size, however, applications may name no more than five members. Winners of Dean's awards are not eligible for re-nomination in the same category within three years of receiving an award. Previously unsuccessful applicants are eligible and encouraged to apply.

As these awards are the main mechanism by which University and ALTC teaching award applicants are identified, applicants address the same criteria that are used for those awards. The application will be judged against the criteria and the extent to which the applicant has shown how their contribution has:

- influenced student learning, student engagement or the overall student experience, as reflected in statements and evaluations by students;
- gained recognition from fellow staff, the institution, and/or the broader community

Applicants should select one of the following criteria:

1. Approaches to teaching and (to) learning support that influence, motivate and inspire students to learn.

This may include: fostering student development by stimulating curiosity and independence in learning; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills; and enabling others to enhance their approaches to teaching

2. Development of curricula, resources and 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

3. Approaches to assessment, feedback and learning support that foster independent learning.

This may include: integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a

variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs; and contributing professional expertise to enhance assessment and/or feedback

4. Respect and support for the development of students as individuals.

This may include participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; and influencing the overall academic, social and cultural experience of higher education

5. Scholarly activities and service innovations that have influenced and enhanced learning and teaching.

This may include: showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; and demonstrating leadership through activities that have broad influence on the profession

Form of Application

The core element of the application is a written statement of no more than 3 A4 pages in length in which the applicant addresses one of the criteria. The application should be headed by the applicant's name and the selected criterion. The margins may be no smaller than 2cm and the application may be completed in nothing smaller than Arial 11pt. In addition, applicants should include one reference of no more than one A4 page in length by a person who has observed the applicant's contribution against the relevant criterion

Selection Committee

The Selection Committee will be constituted by the Dean, the Associate Dean (Learning and Teaching) and an Academic Developer from the Learning and Teaching Centre.

Applications

Applications are to be made directly to Carlene Kirvan, W6A 222, by no later than 5pm, 10 October 2008. No late applications will be accepted. Only one copy of the application is needed.