



JCU & Australian Awards for University Teaching

Learning, Teaching & Student Engagement Directorate
Dr Andrea Lynch

Overview

- Awards available
- Your contribution – in what ways is it award worthy?
- The evidence
- Writing and editing ...

Award Schemes

JCU offers (internal) Awards for Teaching Excellence

- Citations for Outstanding Contributions to Student Learning (up to six)
- Citations for Sustained Commitment to Enhancing Diversity, Equity and Inclusion (up to two) ☆ NEW in 2022 ☆
- Sessional Staff Awards (up to six)
- Inclusive and Accessible LearnJCU site design (up to four)

Universities Australia coordinates the **Australian Awards for University Teaching (AAUT)**

There are **five types** of national awards:

- **Citations for Outstanding Contributions to Student Learning**
- Awards for Programs that Enhance Learning
- Awards for Teaching Excellence
- Award for Australian University Teacher of the Year
- Career Achievement Award

JCU's 2020 National Citation Winner (awarded in 2021)

IT@JCU Design Thinking Team

**Associate Professor Trina Myers, Dr Dianna Hardy,
Dr Jason Holdsworth and Mr Lindsay Ward**

College of Science & Engineering
Indigenous Education & Research Centre
Division of Services & Resources



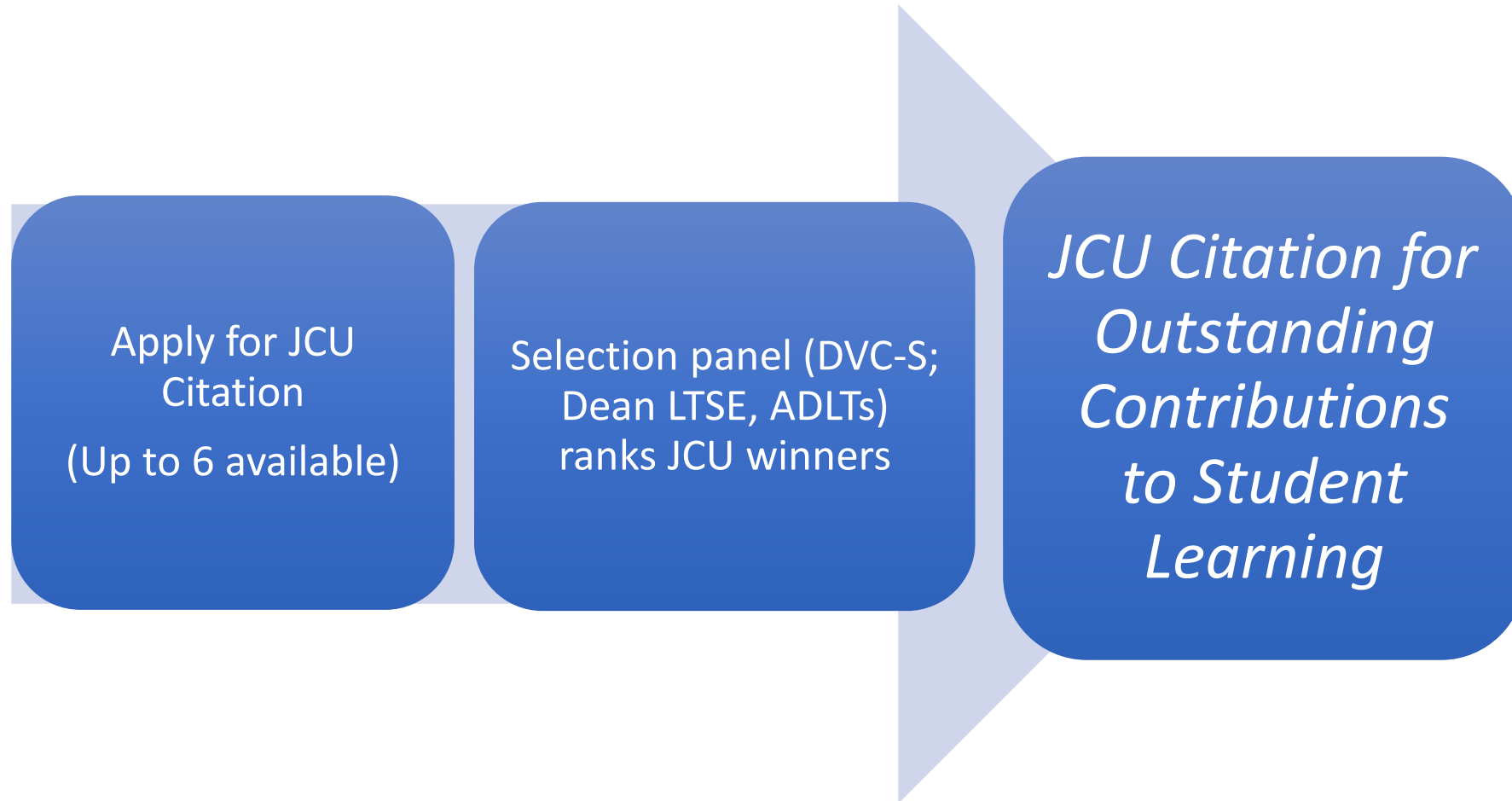
For retraining the brain: Longitudinal learning and authentic assessment to develop a culture of design thinking, problem-solving and innovation in future ICT professionals.

<https://www.jcu.edu.au/learning-and-teaching/awards-grants/awards-and-citations/recipients-of-national-teaching-citations>



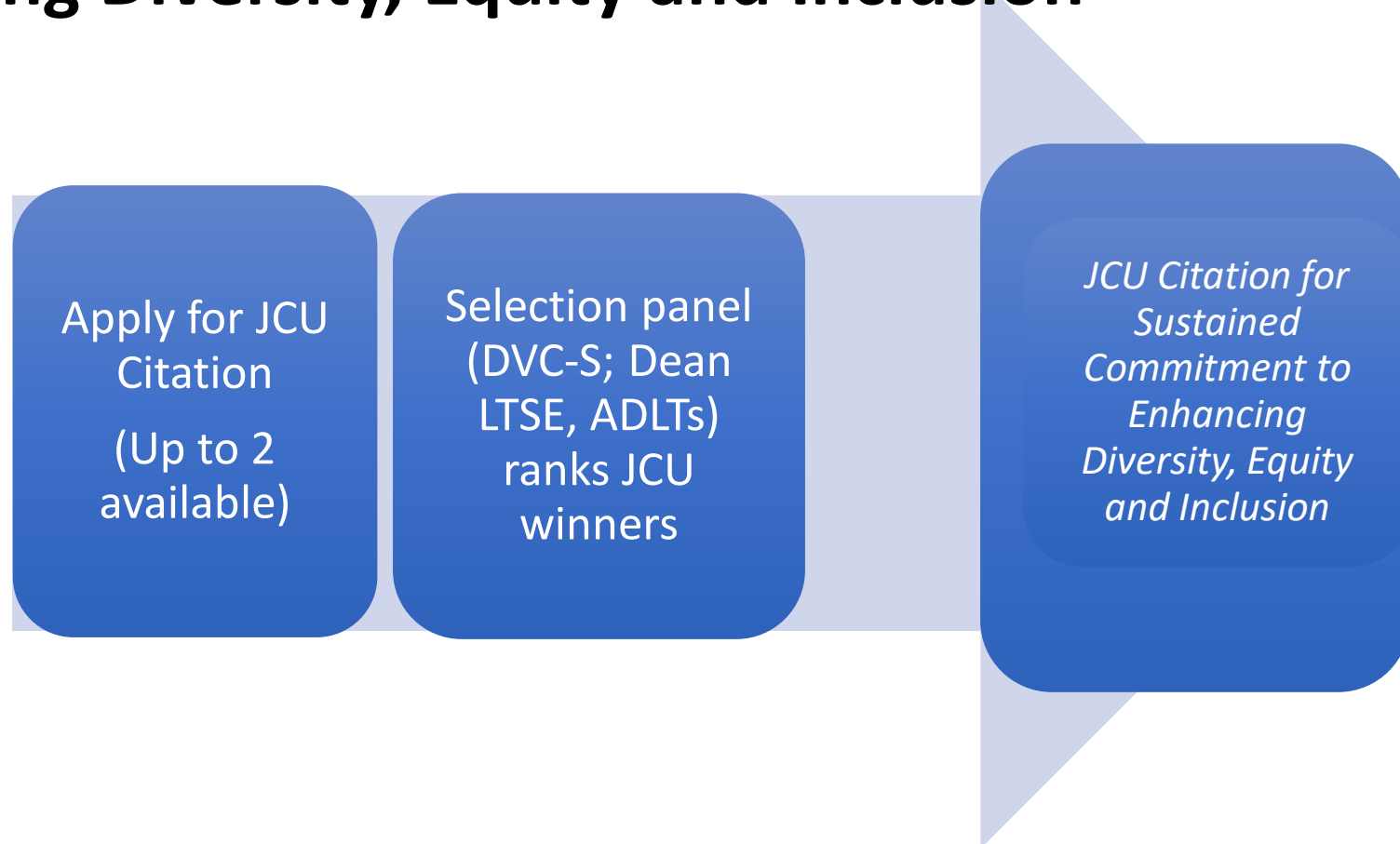
2021 AAUT Winners
to be announced on
Wednesday 23 February 2022 at 4pm AEDT
Via [AAUT website](#)

JCU Process to apply for **Citations for Outstanding Contributions to Student Learning**



Citation winners receive \$4000 and overall winner receives additional \$6000 (a total of \$10,000)

JCU Process to apply for Citations for Sustained Commitment to Enhancing Diversity, Equity and Inclusion



Citation winners receive \$4000

From internal JCU award to AAUT award

JCU Selection panel
ranks JCU citation
winners

Up to **six*** JCU
nominees put forward
to the AAUT

*AAUT Assessment
panel assess
applications
against criteria
and award citation*

*** In 2021, only permitted to
submit max of 6 to AAUT**

Adjunct staff or honorary/ Emeritus Professors are not eligible for AAUT nominations.

In 2021, [AAUT](#) made available up to 100 Citations across the following categories ...

- Natural and Physical Science, Agriculture, Environmental and Related Studies
- Engineering, Information Technology, Architecture and Building
- Health
- Education
- Business, Management and Commerce
- Society and Culture
- Creative Arts
- Multi-disciplinary

Nomination categories

- Early Career (*For academics with less than five years teaching experience in higher education institutions*)
- Neville Bonner Award for Indigenous Education (*For Indigenous teaching staff only*)

Maximum of six Citation submissions per institution.

JCU's 2021 Overall Winner

Dr Zafar Smith

College of Medicine and Dentistry

For transforming medical student learning and transition to clinical years with an innovative curriculum, narrative learning tools and role-playing activities related to emergency medicine.



Dr David Simcock

College of Public Health, Medical and Veterinary Sciences

For 'So – why does it hurt exactly?' Inspiring students to understand pathophysiology and develop clinical reasoning in undergraduate clinical nursing using a flipped learning model.



Dr Marie Oelgemoeller and Dr Amy Forbes

Division of Tropical Environments and Societies

For developing an inclusive and responsive Humanities capstone curriculum that motivates diverse student cohorts to develop graduate capabilities for work-readiness as critical thinkers and problem-solvers.



Associate Professor Aduli Malau-Aduli

College of Public Health, Medical and Veterinary Sciences

For building a research-teaching nexus model that actively engages veterinary science students and provides innovative, supportive, practical hands-on learning experience in animal nutrition and genetics.



Dr Kristen McBain-Rigg

College of Public Health, Medical and Veterinary Sciences

For building the capacity of multidisciplinary health students to demystify practice in rural, remote and Indigenous Australian communities through a transformational public health approach.



Dr Snowy Evans, Dr Tanya Doyle and Dr Peta Salter

College of Arts, Society and Education

For fostering classroom ready teachers: cultivating capacity and efficacy for professional competence in initial teacher education.



Your contribution –
how is it award worthy?

Citation Assessment Criteria 2022:

Choose **ONE** only

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

4 pages, 2 references

Are you an Early Career nominee?

Fewer than 5 years teaching experience
(including casual work)

Identify your early career status on the
nomination form

[2021 AAUT Briefing](#) Session: Early Career Teaching Award

Are you eligible for the Neville Bonner Award?

In 2021, the Neville Bonner Award for Indigenous Education category was open for Indigenous academics only.

PVC Indigenous/ DVCA to nominate up to three potential applicants from their institution via online form.

See: [AAUT](#) website for 2021 information

Also: [2021 AAUT briefing](#) on applying for this Award for 2021

What is your claim?

Identify the ESSENCE of your contribution? Can you do it in 6 words?

Making statistics fun.

Building technologies for better student learning.

Developing professional identity of future scientists.

Reform through education in Indonesian Papua.

Sustained excellence in supporting doctoral students.

Biomechanics excellence through authentic student engagement.

What it is about your teaching approach, strategy or other practice that has the greatest impact on students and their learning?

How do you identify success?

What is your evaluation framework?

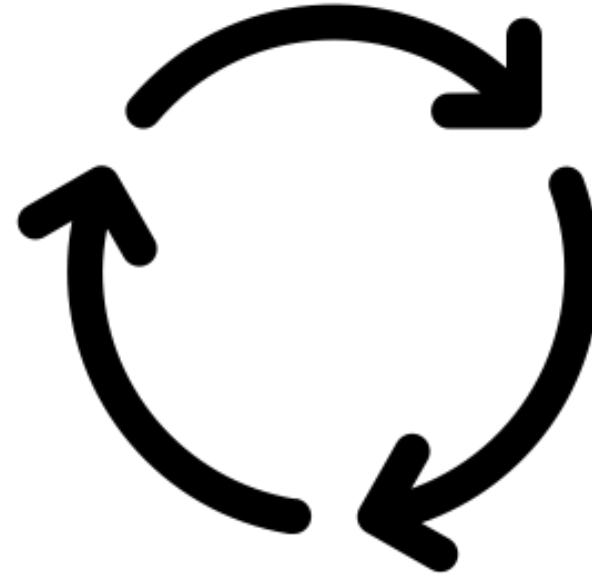
Example: program logic identifies and maps the intentional and sequential progression from a program's actions to its intended results over time (Markeiwicz & Patrick, 2016, p. 36)

Current situation <i>What is the current situation? Describe the rationale and list the drivers for change.</i>	Enabling Factors / Resources <i>What is needed to do the activities leading to the desired outcomes for the project?</i>	Processes / Activities / Outputs <i>What activities are required to achieve the desired outcomes?</i>	Desired Outcomes <i>What will the outcomes (not outputs) of the project be for different stakeholders?</i>	Longer-term impact / outcomes <i>What long-term changes will your project achieve?</i>

Sources of evidence that meet desired outcomes:

Showing iterative improvement

- What needed improvement?
- How did you intervene?
- What evidence is there of your intervention working?
- What do you plan to do next?



Evidence, evidence, evidence

Your evidence

What is the evidence you will use to support your claim for

- Distinctiveness?
- Impact?

Comments from AAUT assessors:

I think presentation of evidence to clearly make one's case or tell their story is really important. Common problems include **lack of appropriate evidence; not being clear about what the evidence goes to; or positioning evidence in the wrong place so that it is not clearly related to the story being told.**

Know the value of evidence about good teaching and **different ways to evaluate your teaching** outside of institutional student surveys.

[Professor Shelley Kinash](#): Creating winning applications from AAUT 2021 briefing session series

Sources of evidence

Student Learning

Generally quantifiable

- COGNOS and Learning analytics
 - Retention
 - Achievement
 - Achievement of diverse learners
 - Destination data
 - Engagement

Student Experience

- YourJCU survey data (Individual questions and comparative data)
 - Quantitative – include cohort size/response rate
 - Open ended comments – select wisely
- Unsolicited emails
- Other formal survey data

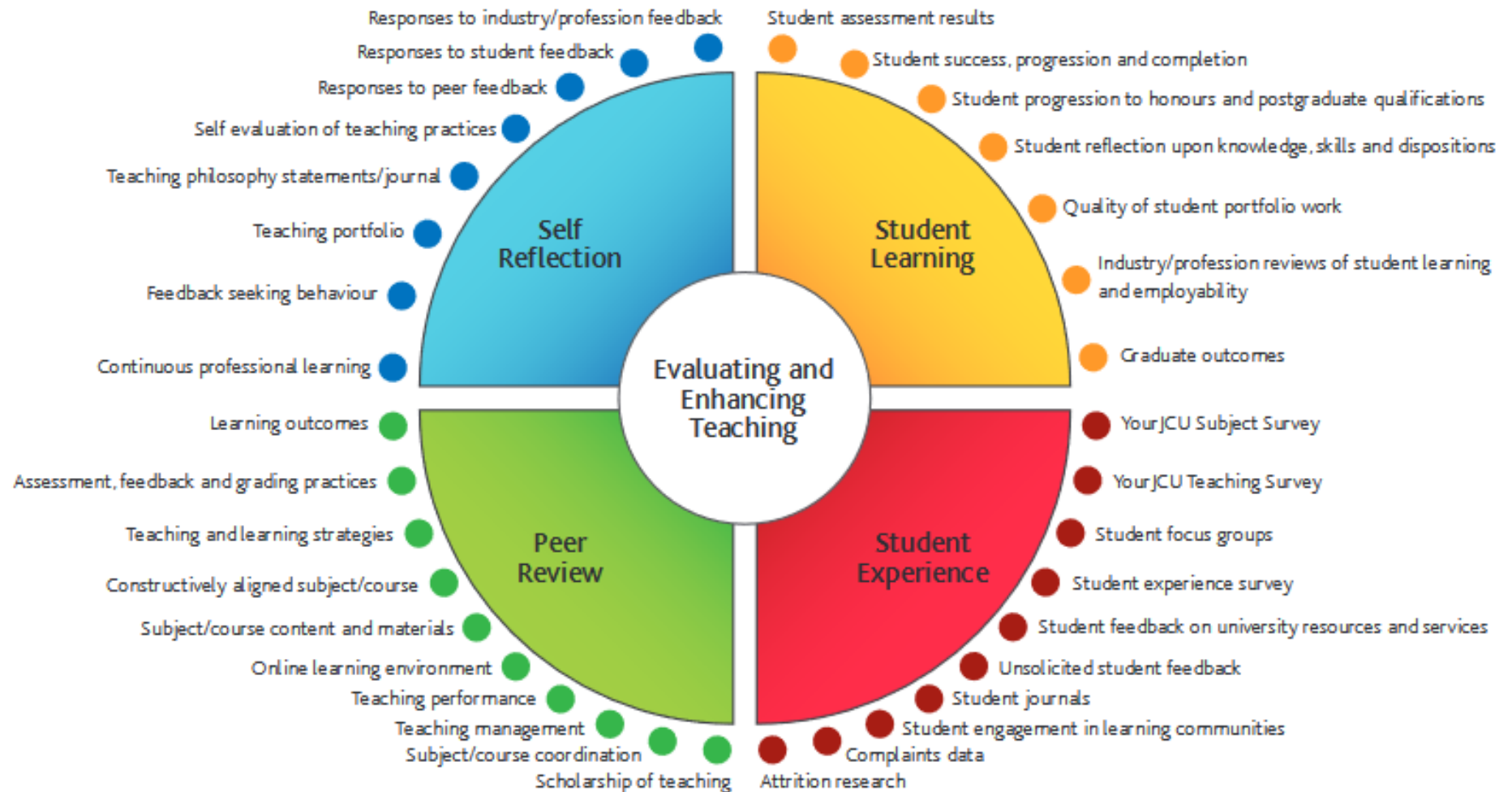
Sources of evidence

Peer review

- External
- Rigorous
- Professional Accreditation body
- Discipline endorsed

Self-reflection

- What was the problem you addressed?
- What did the literature say about addressing the problem?
- What did you observe before/after?






<https://www.jcu.edu.au/learning-and-teaching/teaching-evaluation>

Adapted from Smith, C. (2008). Building effectiveness in teaching through targeted evaluation and response: Connecting evaluation to teaching improvement in higher education. *Assessment & Evaluation in Higher Education*, 33(5), 517-533.

COGNOS

[Student](#)
[Admissions](#)
[Staff](#)
[Finance](#)
[Research](#)
[QILT](#)
[Student Load Projections](#)
[JCU GP Training](#)
[Reports](#)

Hello. Welcome to Reporting@JCU.

Unearth insights into your data through the dashboards and reports accessible through the navigation menus (above and on the left).

How-to catalog

- [Perform a course selection](#)
- [Perform a subject selection](#)
- [Change between graphs and tables](#)
- [Access the business glossary](#)
- [Access the reports list](#)
- [Run a cohort analysis](#)
- [Run a Quick Query - Student Statistics](#)
- [How to access HR data](#)
- [Run a MyStaff report](#)

Contact us

Request Finance related assistance – financialsystems@jcu.edu.au

Request Student related statistics – statistics@jcu.edu.au

Request HR statistics – <https://jcu.edu.au.service-now.com>

with the data? Let us know s@jcu.edu.au

FAQ

- [User support](#)
- [Cognos acceptable use](#)
- [Code of Conduct](#)

Recommended browsers

- [Chrome](#)
- [Microsoft Edge](#)
- [Firefox](#)
- [Safari](#)

COGNOS data

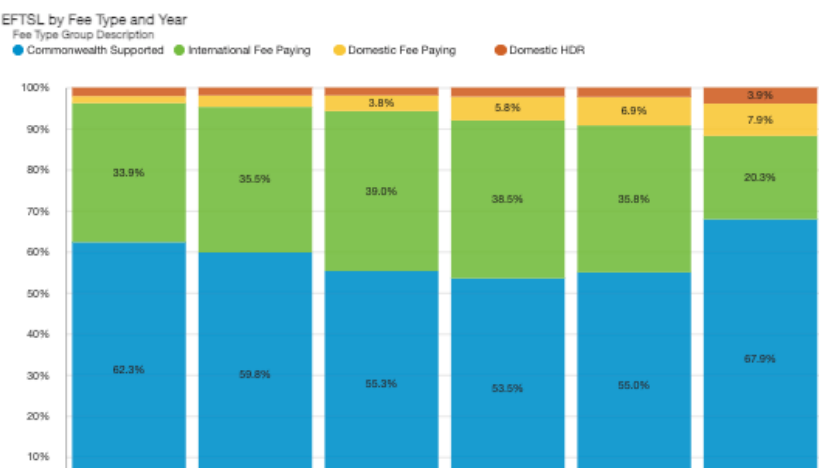
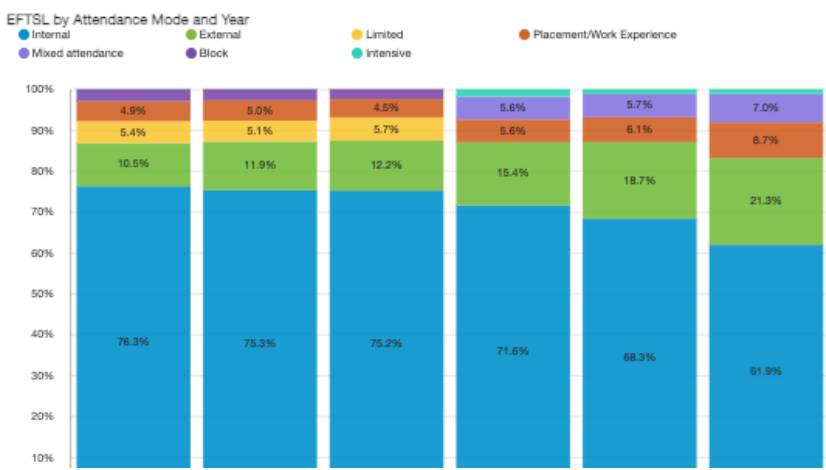
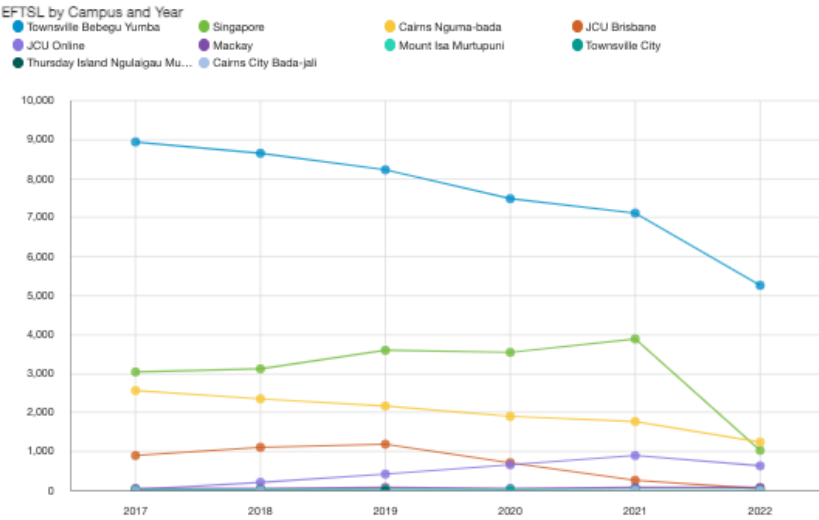
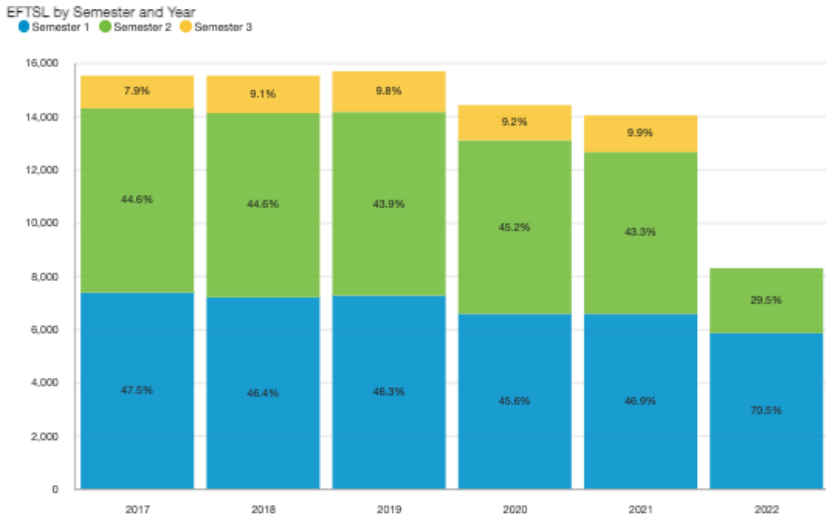


Major Tab	Minor Tab	Search by:	Data Contained
A. Student	A1 Enrol View		JCU level stats on enrolments, load, semester, retention, Field of Education (FOE), campus.
A. Student	A2 Course Trends	Course	6 year trends on Course #s, fee type, years level, mode, campus, retention, semester.
A. Student	A3 Course Demographics	Course	6 year trends on Course Demographics by student age, gender, NESB, postcode, state & country of origin, Indigenous, SES, Disability.
A. Student	A4 Retention	Course	6 year trends on Course Retention by age, SES, Indigenous, gender, Disability, campus, NESB, * important table on course versus faculty versus university retention
A. Student	A5 Subject Trends	Subject	6 year trends on Subject enrolments by semester, campus, mode, fee type, grades, course.
A. Student	A6 Subject Demographics	Subject	6 year trends on Subject enrolments by age, OP score, SES, gender, state/country of origin, NESB, Indigenous, Disability, FIF (first in family).
B. Admissions	B1 QTAC JCU B2 QTAC All Institutions B3 QTAC School	Course / School	<ol style="list-style-type: none"> 1. QTAC (QLD tertiary entrance information) for JCU and for individual JCU courses. 2. Applications – Offers – Acceptance – Enrolments stats and ratios 3. Identify which schools students come from to JCU courses
Report List	<ol style="list-style-type: none"> 1. Analytics for Subject Success 2. Course Majors 3. Course Progression 4. EFTSL by Disciplines 5. Subject Enrol to Census to Success 6. JCU Course Performance Report (last on list) 	<ul style="list-style-type: none"> Subject Course Course Course Subject 	<ol style="list-style-type: none"> 1. Shows pass/fail rates for students by same demographics as A6 tab, OP versus grades also 2. Student success in course majors 3. Student progression statistics and transfer destination from 1 specific year to next 4. Load data by course 5. Important early retention / attrition data from enrolment to census date, what is called “bleed rate of attrition” (especially important for first semester first year subjects) 6. Course Performance Report gives last 3 years of all major metrics for a course with flagging of major and minor performance issues. Search by course code (not name)

Student Admissions Staff Finance Research QILT Student Load Projections JCU GP Training Reports

Chart View **EFTSL** All Years All Teaching Divisions All Teaching Colleges All Disciplines All Teaching Campus Groups All Teaching Campuses

All Semesters All JCU Study Areas All Fields of Education All Subject Levels All Fee Types All Attendance Modes All Socio-economic Statuses



EFTSL by JCU Study Area > Course > Subject and Year

	2017	2018	2019	2020	2021	2022
> Business	2,977.699	3,007.668	3,168.492	2,810.229	2,520.072	846.674
> Nursing	1,362.65	1,535.931	1,568.858	1,448.226	1,414.048	1,024.949
> Medicine	1,325.124	1,296.957	1,264.271	1,272.313	1,261.851	1,187.754
> Social Sciences	1,230.439	1,132.396	1,098.273	972.555	1,054.446	515.534
> Science	964.722	1,013.61	1,087.807	1,064.531	1,044.495	694.452
> Education	1,135.133	968.202	918.626	775.118	831.74	599.144
> Behavioural Science	865.873	850.434	777.452	849.855	1,023.631	552.934
> Information Technology	803.265	915.507	1,008.414	840.513	634.453	212.791
> Foundation	670.7	683.925	904.375	707.6	760	161.55
> Veterinary Science	436.372	460.714	478.228	472.293	477.532	418.467
> Engineering	505.001	455.594	464.935	477.06	411.486	246.57
> Dentistry	405.75	427.772	418.886	421.577	398.681	352.858
> Social Work	360.495	351.341	365.523	397.094	379.631	230.008
> Law	357.072	363.486	336.883	304.98	320.763	214.52
> Physiotherapy	241.907	296.084	294.631	242.403	238.822	174.145
> Occupational Therapy	272.876	243.677	243.951	234.926	224.05	186.918
> Public Health	202.254	212.164	206.535	221.533	231.746	172.888
> Agriculture & Environmental	200.789	215.035	212.212	239.987	223.97	114.873
> Medical Science	185.749	207.27	190.757	181.556	156.511	118.277
> Non Award	245.565	223.797	208.901	123.545	95.987	30.091
> Sports Science	275.349	226.883	136.53	101.517	75.708	53.541
> Pharmacy	153.322	132.544	120.538	111.792	130.665	101.101
> Creative Arts	189.317	133.054	72.896	31.24	22.652	10.666
> Speech Pathology	96.658	100.5	78.645	64.267	61.027	55.89
> Architecture, Planning & Design	59.258	62.129	63.5	55.607	38.299	19.071

How to access YourJCU Survey Data

Data from SP2 2021 and moving forward

Data for surveys deployed from SP2 2021 and moving forward can be located in Qualtrics:

Please use this link to access your Qualtrics account: <https://jcu.qualtrics.com/>

You should use your normal JCU login and password.

If you have questions about your survey data, please email: jcusurveys@jcu.edu.au

Historical Data

If you require assistance with your historical YourJCU data and you did not download your reports from LearnJCU last year, please follow the instructions provided in our [Frequently Asked Questions](#)

Learning data

What is it? What is it for? How can I use it?

Learning analytics, commonly defined as ‘...the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs’

(Long & Siemens, 2011, p. 34)

Learn JCU DATA

- Subject reports in LearnJCU
- Customised/purpose built reports
- Dashboards with filters
- Delivery via email

Historical data

- 2013 onwards
- by course/discipline
- by subject
- by year level
- by semester

Context

- by course/discipline
- by subject
- by engagement profile
- by week of semester
- by item/resource

Targets/issues

- item types & activity
- LearnJCU usability
- trends of engagement
- areas for improvement

Data from LearnJCU can answer your questions ...

For example in your subject/s:

- How does 1st year Student activity compare in Semester 1 this year/or over X years?
- Has a change in content made a difference in the last X years?
- Due to curriculum/teaching method changes, what are the success/grade trends for 4th year subjects this year/or over X years?
- What are the online activity trends of students in 1st year subjects using only recorded lectures only?
- What assessment, content and tools are students interacting with/or not? Why?
- Has a change in assessment types and due dates effected student engagement over a semester?
- Etc...

Asking the right questions of data will produce some interesting insights.

The trick is to decide what lens you want to view the data through!

Send Val an email with your question and the type of data you would like (raw or setup).

Contact – Val Ruffle (valmae.ruffle@jcu.edu.au) via email

References

Long, P. & Siemens, G., (2011). Penetrating the Fog: Analytics in learning and education. *Educause review*, 46(5), 31–40.
<https://er.educause.edu/articles/2011/9/penetrating-the-fog-analytics-in-learning-and-education>

Writing and editing and more about evidence...

What is your claim?

Draft a 25 word citation first, then review

Begin the proposed citation with the word **FOR**...

- For championing public health and health promotion in the tropics through leadership that inspires multi-disciplinary health professionals.
- For bringing aquaculture to life through a networked, authentic and career-focused curriculum.
- For bringing the outsiders in: inspiring multi-campus regional and remote students in the nursing capstone to learn, connect and succeed.

What type of writing is an award citation?

The award genre

- a blend of **promotion application, journal article and reflective personal narrative**
- There is room to **be creative** in an award nomination while carefully demonstrating and **evidencing** your claims.
- The assessors want to read a logical, **well structured argument** for excellence, but they also want to **follow the story** about the relationship between you, your students, and your pedagogical or professional practice.
- The genre is not just focused on what the teacher/professional does or achieves, it is about **how both the teacher/professional and the students learn** and how the higher education sector and communities benefit.

Writing the FOUR pages

Set the scene: summary of a particular contribution and its specific context

- Begin with a big-picture description of the contribution and the issue it addressed, the practice it improved or the innovation it introduced.
- Describe the major actions taken, and the ways in which these were intended to improve the effectiveness of teaching or the quality of the student experience.
- Briefly describe the impact of these actions and **incorporate your evidence**.
- **Why is this *outstanding*? How is this *different* from good practice?**
- **How did it show creativity, imagination, and/or innovation?**

Don't forget the scholarship aspect

- Grounds your practice in theory
- Establishes and validates your teaching approach

*SoTL is the 'methodology' through which you justify your good practice.
What is the relevant literature in relation to your nomination?*

Some important journals...

Journal of University Teaching and Learning Practice – [Innovations in Education and Teaching](#)
[International](#) – Assessment and Evaluation in Higher Education – [The International Journal of the First Year in Higher Education](#) – Teaching in Higher Education – [Journal of Learning Design](#) – International Journal for the Scholarship of Teaching and Learning – [International Journal of Teaching in Higher Education](#) – Journal of Online Learning and Teaching – [Studies in Higher Education](#) – Journal of Computer Assisted Learning – [Assessing Writing](#) – Reflective Practice: International and Multidisciplinary Perspectives

Ask your [Liaison Librarian](#)

All categories are assessed against the following...

- influenced student learning, student engagement or the overall student experience
- gained recognition from fellow staff, the institution, and/or the broader community
- provided evidence of sustainability of no less than three consecutive years (two years for Early Career nomination)

In assessing the evidence supporting Early Career nominations, consideration will be given to the career stage of the nominee.

Sustained over time...

Don't expect to win at a national level if you
don't have **AT LEAST** three years of work to
document....

Features of a strong award nomination

- Shows a **passion** for the subjects and the students
- Is **engaging**! Reading an excellent nomination should be energising!
- Creates an effective narrative of the development of **innovative strategies**
- Wisely integrates evidence – from a range of sources – including numerical data where possible
- Shows a **sustained impact** using a range of evidence
- Demonstrates how the nominee **excels beyond the standard requirements** of the job

For University Educators: How to create a winning AAUT citation application

Professor Shelley Kinash's 2021 Checklist



AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

[AAUT website:
Resources](#)

- Your statement has WOW-factor.
- Your statement has a clear story (the challenge/s my students were experiencing; the outstanding approaches to student learning I put into place to respond to those challenges; evidence that the response worked - impact).
- Your 25-word statement specifies the context, the discipline, the contributions to learning and the impact; the full statement is consistent and provides the details.
- The category you have chosen is the best fit for your application.
- The statement complies with all elements as specified in the application instructions and the statement has been carefully edited for clarity and the absence of spelling and grammatical errors.
- Your statement creates a compelling, descriptive, in-depth view of what your students are doing to learn (i.e. what the
- If inserting direct quotes from students, graduates, employers or university staff, the content is directly relevant to the specific approaches addressed in the statement (e.g. about specific learning activities and not overall comments about being the 'best' teacher) and that quotes are embedded in the text and not presented as sequential comment banks.
- Evidence is clearly presented, showing changes/improvements over time (e.g. as applicable to grade distributions, retention, engagement and other such learning factors).
- The evidence has been collected (and presented) over at least a three-year period (unless applying as early career).
- Evidence is interspersed with descriptions of approaches (i.e. approach a, evidence that it worked, approach b, evidence that it worked).
- You have made it clear that you teach

Gained recognition from fellow staff, the institution, and/or the broader community

- Who has noticed?
 - Your fellow staff
 - JCU: a College teaching award, an inclusive practice award, a recognition award
 - Your peers: peer review of teaching, publications (peer reviewed), professional associations, your discipline experts
 - Industry experts

How did they tell you: UNSOLICITED LETTER, formal review.

NATIONALLY RECOGNISED

Example #1- Dr Sue Devine

“Sue Devine’s work quietly equips an entire generation of allied health professionals with the necessary language, knowledge and skills required to undertake often ignored prevention and promotion activities in health. I believe it will assist students in meeting the complex health and health care challenges of the 21st century”

(Asha Kiran, former Director, Health Promotion,
Townsville Health Service, 2015).

Example # 2 – Dr Margaret Carter

The prevent cyberbullying website developed as a result of Dr. Carter's research is a brilliant solution for students in a higher education setting, as it is based on sound research principles and combines evidence-based teaching pedagogies with an action-oriented approach – it involves students in a reflexive process of investigating the effects of cyberbullying

Dr. Bhuva Narayan, University of Technology Sydney, 2016

Example #3 – Dr Kate Hutson

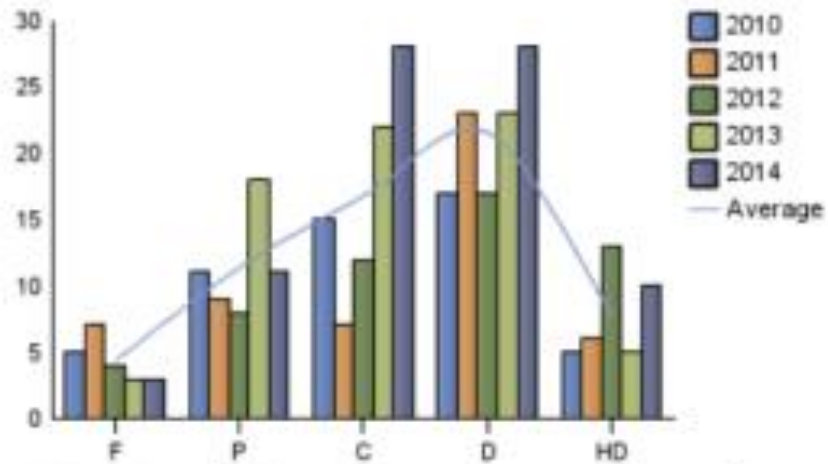


Fig. 2. *Introduction to Aquaculture* enrolments by grade distribution 2010-2014. Coordination of this subject commenced in 2010 with new curriculum development in 2011.

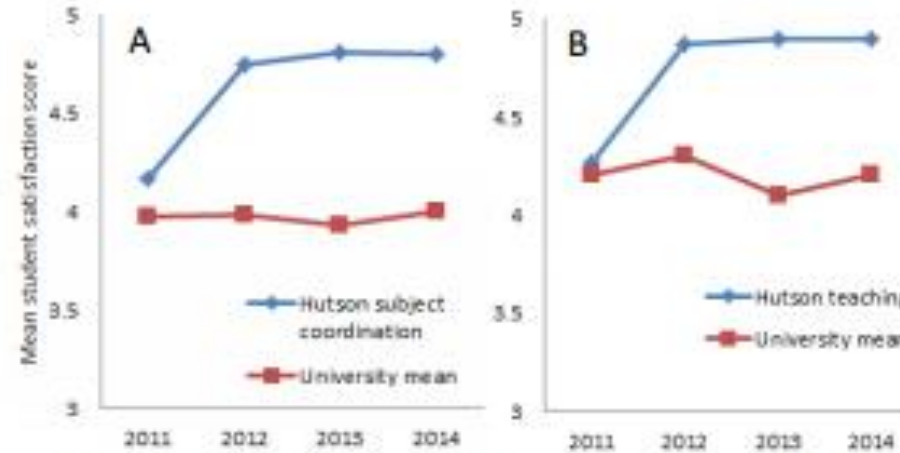


Fig. 3. Mean student satisfaction scores for Subject (A) and Teaching (B) for *Sustainable Aquaculture* 2011-2014. Coordination of this subject commenced in 2011 with new curriculum development in 2012.

“Evidence of the impact of my modernised, career-relevant aquaculture curriculum is reflected in rising pass rates, high grade point averages, increasing international enrolments and high student satisfaction. Following reinvigoration of the *Introduction to Aquaculture* curriculum in 2011, I have had a steady increase in... high pass rates (Fig. 2).”

Example #4 – Sandra Downing

For ***Refugee Health***, I received the **CPHMVS Dean's Commendation for Teaching Excellence** in 2015 and for ***Subject Excellence*** in 2016. Criteria for this award include subject student feedback survey scores in the JCU top 10% and with applying the Nulty liberal response rate criteria.¹² In addition, in 2017, I was awarded a JCU ***Citation for Outstanding Contributions to Student Learning***.

JCU Subject Surveys for both subjects demonstrate a sustained level of student satisfaction greater than both the Discipline and JCU average for the corresponding year (Figures 1 & 2). A concentrated effort to engage students in providing feedback has resulted in increased response rates.

2017 Citation for Outstanding Contributions to Student Learning

Sandra Downing

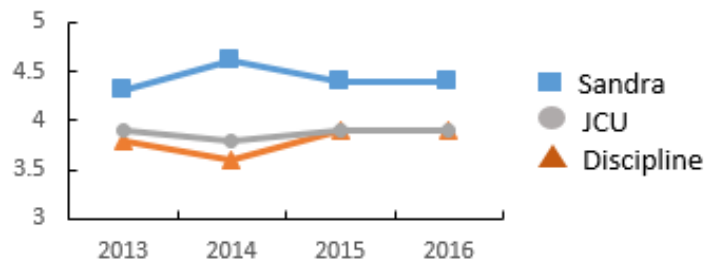


Figure 1. Overall Subject Satisfaction
Reproductive Health in Developing Countries
Response rates (2013-16): 27%, 17%, 38%, 36%

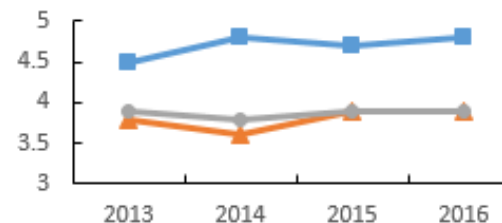


Figure 2. Overall Subject Satisfaction
Refugee Health
Response rates (2013-16): 33%, 30%, 65%, 61%

Example #5 – Dr Kelsey Halbert & Dr Peta Salter

The value of the service learning experiences our subject facilitates is apparent in regular, unsolicited student emails reflecting on students' experiences: *"I must admit I have gained so much more than I thought I would from the subject and have really enjoyed the whole experience. Thank you for your support and guidance"* (unsolicited student email, 2015).

These reflections demonstrate that JCU teacher graduates have the confidence to engage with complex contemporary teaching contexts and challenges: *I think this kind of curriculum could expand the concept of volunteering in the younger age groups and generate a much higher rate of support within the local community, with flow-on to the global sphere over time. There would be different ways of approaching this depending on the age of the students, but the possibilities are quite exciting. Thank you for a very enjoyable subject that has opened up many new possibilities* (unsolicited student email, 2016).

Internal references

It is imperative that your college dean / head of discipline speaks clearly and positively to your contribution to your chosen criterion:

E.g. for criterion 2

Development of curricula, resources and services that reflect a command of the field

XXXXXX is held in high esteem by staff and students at JCU as an outstanding educator. XXXXXX's commitment to her students' learning led her to develop an innovative curricula sustained by quality learning resources that supports and engages students.

XXXXXX's learning management sites are exemplar practice in blended learning design. Her innovative learning resources assist students to situate their learning, engage with the content and progress through her subjects. Amongst the high percentage of first in family and mid to low socio- economic student cohort in our undergraduate population, XXXXXX's curriculum design builds good academic habits essential to succeed in Higher Education.

As one of the first lecturers at JCU to embrace the flipped/blended-learning mode, XXXXXX is a leader in this field. XXXXXX's work has been showcased in numerous forums within JCU and the wider higher education sector. Her educational practice has been captured in a variety of modes from how to guides to videos to demonstrate the effective use of learning technologies in curriculum design.

XXXXXX's command of the accounting discipline reveals informed and contemporary knowledge of the field. XXXXXX's curricula development led to a collaborative partnership with a publisher to construct an online practice set for students to practice accounting skills. XXXXXX's steadfast focus on building her student's accounting knowledge and competencies through a cycle of practice-feedback-practice promotes strong student learning outcomes.

I fully endorse XXXXXX's application for a Citation for Outstanding Contributions to Student Learning. XXXXXX is an asset to the field of accounting education and has contributed significantly to enhancing accounting student-learning outcomes through her educational practice. There is no doubt in my mind that XXXXXX sets the benchmark in outstanding teaching and curriculum design.

Internal references

And for criterion 4

Innovation,
leadership or
scholarship that has
influences and
enhanced learning
and teaching and/or
the student
experience

XXXXXXX and XXXXXXXX scholarly development of a service learning framework, aimed at enabling our preservice student teachers to view themselves as, and to become, genuine change agents within local and global communities, is nothing short of exemplary.

This dynamic duo, both young women with very young children, can unambiguously demonstrate their knowledge and skills in the field and their outstanding contribution to the scholarship of service learning. Their devotion to mobilising student teachers as movers and shakers, as teachers who will make a difference to children's lives in whatever community they live, is evident in the experiences that they offer to our students. Regardless of whether students undertake the service learning component of their subject, for instance, locally at the Cairns-based hospital, nationally through the Pyjama Foundation, or internationally at an early learning centre in Cambodia, the clear purpose is to build community connections and community-mindedness as preservice teachers develop the skills to confidently identify as 'community ready' as well as being 'classroom ready'. The significance of being 'community-ready' is of particular significance to our graduating teachers who, according to statistics, more frequently than graduates from other universities, end up working in under-served communities in regional, rural, remote and very remote parts of Australia, where socially and culturally diverse populations also include Indigenous students those from other countries.

What is particularly impressive and distinctive about XXXXXXXX and XXXXXXXX work is the high-level, sustained scholarship that they have deployed in a myriad of ways. As intellectual leaders and practitioners in their field, they can demonstrate, for example: national and international publications, presentations and dissemination of research results on service learning; early adoption of an IRU cross-institutional calibration program wherein a colleague from Griffith University critically reviewed their subject; XXXXXXXX uptake of a JCU Teaching and Learning Fellowship that allowed her time to develop a network of participants, including students, teachers and community members to support the project; their combined successful bid and execution of an OLT-funded grant that underpins much of their thinking about local-global learning through cultural exchange; and the development of an inter-disciplinary Good Practice Guide, expanding their disciplinary focus, to assist those who hold similar ambitions for students from across the Higher Education sector to become change agents in diverse communities, in the service of the public good. All of this had been accomplished in the last 6 years since both women began their employment in varying capacities and have become on- going members of staff.

External Referees

Katja Fleischmann, Citation Winner 2009 & 2014

I often seek feedback on my learning and teaching strategies from colleagues and also external discipline and learning and teaching experts. Two formal external reviewers of my teaching methods are presented below:

Katja has adopted a very student centred approach to her teaching, allowing students to take ownership of their learning. She takes this to another level by considering individual needs, even when working with large classes. She achieves this by using technology to enhance learning experiences, providing students the opportunity to tailor their project work to meet their personal needs. In addition this use of technology also widens horizons for students by connecting them with students from other universities to share experiences. The student feedback from this subject speaks for itself with students voicing how engaged they were with both the subject and Katja herself.

A/Prof R. Lawson, OLT National Fellow and Director Learning, Teaching & Curriculum at University of Wollongong, 2014

Your integration of the peer assisted learning into your courses is very tight and frequent. It creates a theme of operation that students can understand and engage with to good effect. Nice!...Your approach and methods are inspiring and you have executed them masterfully...Your evaluations are exceptional for the class size.

Dr. S. Drew, Director of Learning and Teaching of Sciences Group at Griffith University, peer teaching/learning expert, 2014

According to the AAUT...

Providing strong evidence

- Strong evidence can include the following:
 - student quotes, survey outcomes, records of change in student learning practice, evidence of uptake by peers and other academics.
 - Claims about improvements must be confirmed by evidence of impact using a mix of qualitative and quantitative data. Nominations should include honest and reflective evidence of how student learning has been improved.

Writing the nomination

- First person (except citation or synopsis)
- Active voice
- Approachable language
- YOUR voice
- Write abundantly, edit thoroughly (the 1/3 rule)
- Keep students and student learning front and centre
- Follow the formatting instructions – there is no forgiveness

The format counts!

Use the checklist in the application guidelines

- Word count
- Page length
- Font type
- Font size

Format is extremely
important!

You must have two referees — one must be Dean/Head of Discipline.

Ask them now!

Some tips/pointers

- Context first – your students, your discipline, length of time (avoid subject codes and acronyms)
- The problem/issue you faced
- Your solution – and why it is unique
- The sustained impact

- Evidence your claims

How to apply

- Review information on the website:


<https://www.jcu.edu.au/learning-and-teaching/professional-development-and-recognition/jcu-citations-for-outstanding-contributions-to-student-learning>

- Review past winning nominations:

<https://www.jcu.edu.au/learning-and-teaching/ltse-archive2/awards-grants/awards-and-citations/recipients-of-jcu-citations>

Plan your citation submission

- Consider the award category
- Flag with your potential referees
- Compile your EVIDENCE
- **Seek advice from your ADLT/Campus Dean**
- Find a previous winner to be your mentor



There is a need to draft – walk away – draft again! It may be 6 pages in the first draft then cull!

Find time to do it!!

LTSE role in JCU Citations

- Work with Associate Deans of Learning & Teaching to identify staff, promote engagement
- Assist with data evidence (e.g. Learning Analytics)

LTSE role in AAUT nominations

- Review citations selected for the AAUT round
- Support highest quality of citation
- Submit all citations in compliance to requirements
- Liaise with the Universities Australia

JCU Citation timeline



ltse@jcu.edu.au

Other AAUT categories

- Program award – six awards in 2021 (2022 TBA)
 - Diploma of Higher Education (2019)
 - JCU Learning Centre (2016)
 - Maximum of two program awards submissions per institution in 2021
- Awards for Teaching Excellence – seven awards in 2021
 - JCU yet to receive one!

Visit <https://www.universitiesaustralia.edu.au/australian-awards-for-university-teaching/> for more information.

Questions?