Teaching Excellence Award Scheme Workshop II
Friday, 22 Sept 2017

Centre for the Enhancement of Teaching and Learning (CETL)
Dr. Cecilia Chan
Head of Professional Development

cetl

教與學促進中心

Centre for the Enhancement of Teaching and Learning

Workshop Plan

Learning outcomes

Introduce the Teaching Excellence Award Schemes

Eligibility

Criteria for the awards – our perspectives

Teaching Portfolio

Q and A Discussion

By the end of today's session participants will:

➢ Be aware of the key features of the University awards

➢ Be able to identify what makes teaching 'excellent' and not just 'good'

➢ Have a plan for arguing a coherent case relating to the selection criteria

➢ Know 'what counts' and how evidence can support an argument

From a TEA Panel Member

"But what is increasingly happening at places like Stanford and Princeton and now perhaps even Harvard—that have a public commitment to the importance of excellent teaching—is that faculty are expected to combine research and teaching at the highest levels. The institutional norm becomes the ability to excel in both."

Michele Marincovich

Senior Advisor to the Vice Provost for Undergraduate Education

Former Associate Vice Provost for Undergraduate Education

Stanford University

cetl

教與學促進中心   Centre for the Enhancement of Teaching and Learning

Teaching Excellence Award Scheme

Categories of awards:

Award	Monetary Award	Maximum Number
UDTA	$250,000	1
OTA	$150,000	8
ECTA	$75,000	2
TIA	$50,000	2

This Year's Deadline: Friday, September 30th 2016

Awarded

Year	University Distinguished Teaching Award	Outstanding Teaching Award (Individual)	Outstanding Teaching Award (Team)	Teaching Innovation Award (TIA)
2015	2	5		1
2014		4		
2013		6	1	
2012		6	2	
2011		4		
2010	1	3	1	
2009	2	5	NA	

2016 UGC Teaching Award

2016 UGC Teaching Award

UGC Teaching award (Individual and Team)
Each University can nominate 2 outstanding teachers to the UGC
Nominations of this University will be selected from this year's and/or prior recipients of the UDTA and the OTA (Individual)

Early Career award (Individual only)
Each University can nominate 1 outstanding teachers to the UGC

Monetary Award – HK$450,000
Cash Award – HK$50,000

Who is Eligible?

(UDTA/OTA/TIA) Individual Awards: All full-time teaching staff of all grades on TOS 1 with substantial responsibility for teaching for a continuous period of 3 years in this University

(ECTA) Early Career Teaching Award: All full-time teaching staff of all grades on TOS 1 with substantial responsibility for teaching for a continuous period of 3 years in this University. And no more than 4 years of teaching experiences in HEIs as at June 30, 2016.

(OTA or TIA) Team Awards: as above, in cases where not all members of the team meet prescribed criteria, the team may present justifications for exceptional consideration by the Selection Panel. The final decision on the eligibility of such cases rests with the Selection Committee.

Selection for the Individual Awards will be based upon attainments in teaching in general.

Selection for the Team Award will be based on the impact of the project, programme or activity undertaken by the team.

Criteria for the Awards

Award	Criteria			
	1. Excellence in teaching and engagement with students and their learning	2. Excellence in curriculum design, renewal and innovation	3. Excellence in Leadership and Scholarship of curriculum design, teaching and learning	4. Reflection on teaching philosophy, teaching practices and engagement with students
UDTA	Clear evidence of attainment	Clear evidence of attainment	Clear evidence of attainment	
OTA/ ECTA (Individual)	Clear evidence of Attainment	Clear evidence of attainment	Some evidence or attainment	Clear evidence of attainment
OTA (Team)	In addition to the above OTA criteria, team-based should also demonstrate clear evidence of the impact of collaborative work.			
TIA	Impact on enhancing	Impact on enhancing		Impact on enhancing

Criteria of Excellent Teaching

Criterion 1: Excellence in teaching and engagement with students and their Learning	Criterion 2: Excellence in curriculum design, renewal and innovation	Criterion 3: Excellence in Leadership and Scholarship of Learning and Teaching
Focus is on developing learning experiences and learning outcomes	*Focus is on developing learning experiences and learning outcomes through curriculum design, renewal and innovation*	*Focus is on the leadership of innovation, and engagement with scholarship within his/her department, the faculty, at HKU or beyond*

Criteria of Excellent Teaching

| Criterion 1: Excellence in teaching and engagement with students and their learning	Criterion 2: Excellence in curriculum design, renewal and innovation	Criterion 3: Excellence in Leadership and Scholarship of Learning and Teaching
Clear Goals and Learning Outcomes Pedagogy Assessment of learning Disciplinary knowledge Generic capabilities Reflective practice	Innovative practice Course design and review	Leadership in curriculum development Mentoring Scholarship of teaching

Your Tree of Knowledge - Teaching @HKU

Teaching & Student Engagement

Innovative Curriculum

Leadership and Scholarship
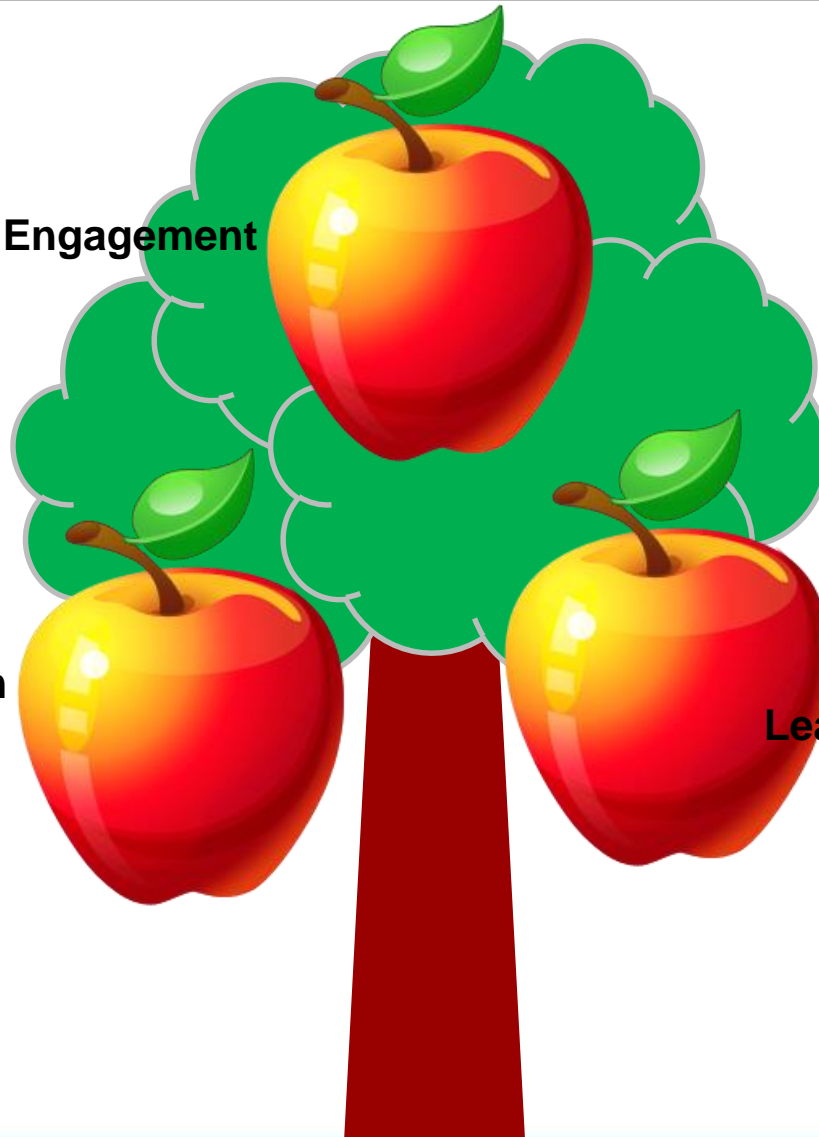
More Questions From the Panel

- Is the candidate teaching a unique or cutting-edge course?

- Teaching with approaches that are pace-setting or exemplary for the field?

- Is the quality of teaching materials—syllabi, for example, or assignments, testing approaches, or specially developed materials such as simulations—high or innovative?

- Research and Teaching Nexus - how their research strengthens their teaching AND how their research has benefited from their teaching?

cetl

Q and A Discussion

1. My team and I want to apply for the TEA team award, but one of the team members is part-time and the other one is only in the University for 2 years. Can we still apply?
2. I am a part-time lecturer, can I apply?
3. Should I apply for the OTA or the UDTA?
4. I am not sure if I am good enough to apply, do you think that I am good enough to apply?
5. Is there other criteria?
6. I have been working on experiential learning to engage students in an authentic way? It has received excellent reviews, can I apply for the TEA?
7. Should I apply for a TEA award or KE award?
8. Would the TEA help me with my tenure and promotion application? Or my contract renewal?

Teaching Portfolio (Individual Awards)

For the Individual Awards

No more than 8 pages (font Times New Roman 12)

Can add appendices – not exceeding 20 pages, including results of student evaluations of teaching and learning for all courses taught in last 3 years

Short CV as one of the appendices

Quality, not quantity

For the Team Awards

No more than 8 pages (font Times New Roman 12)

Can add appendices – not exceeding 20 pages (replace "you" with "your team"); focus on the project, programme, activity in which members have been involved.

In all cases, submissions beyond the page limits will not be considered.

➢ a strong **coherent argument**

➢ with strong **student focus**

➢ backed up by convincing **'evidence'**

that the applicant is excellent in terms of the criteria of excellent teaching.

cetl

Possible Structure:

	Criterion 1: teaching & student engagement	Criterion 2: curriculum	Criterion 3: leadership and scholarship
Teaching philosophy	Overall intention and summary		
Teaching & Assessment practices	Description (with documentary evidence)		
Curriculum		Description (with documentary evidence)	
Leadership & scholarship			Description (with documentary evidence)
SETL and other forms & Comments and feedback	Evidence of formative and summative evaluation	Evidence of formative and summative evaluation	Evidence of formative and summative evaluation

Sources of evidence	Examples of sources of evidence which may be cited for each criterion		
	Teaching and Engagement with students and learning	Curriculum design, renewal and innovation	Leadership and Scholarship of Teaching and Learning
Excerpts from course outlines	X	X	
Examples of assessment artefacts	X	X	
Peer reviews of teaching	X		
Student evaluations of teaching	X	X	
Deans / Heads reports	X	X	X
Written reports on innovations		X	X
Membership of curriculum committees		X	X
Teaching Development Grants		X	X
Conference presentations on teaching and learning			X
External reviews	X	X	X
Improvements in learning outcomes	X	X	X
External examiners reports	X	X	X
Peer review of learning outcomes	X	X	X

Intention: *What do you aim to achieve in your teaching?*	Practice: *How do you do this?*	Evidence: *How do you convince somebody else that you did this and it actually achieved your aim.*
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 …..	I use case based teaching, and the cases are drawn from the students own daily life, to illustrate the theoretical constructs	Improvement in student learning is demonstrated in the changes in the assessment outcomes for he 1999 / 2000 cohorts, using the SOLO taxonomy to analyse the assessment outcomes I found…
I aim to improve the effectiveness of student learning by helping students focus on the variation between different understandings. – research into student learning by…	I encourage students to really engage with the variation in understandings of the middle east politics through a role play where they….	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 "…..
I aim to promote independence in student learning by harnessing students inherent curiosity and engaging them as active partners in their own learning..	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…..	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 …
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.	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.	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.
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.	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.	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 selfassessment. This revealed…… This research has been published in The journal of….
It is important to emphasise students' learning and to have a student-focused perspective, because we know that in lectures students can be passive and do not necessarily learn the things that are told them.	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…..	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.

Intention	Practice	Evidence
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 results ……reveal 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…..

Not so good examples

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.

Practice: Teaching and assessment practices		'Evidence' of success: SETL, Comments, Scholarship
Curriculum		
Leadership and scholarship		

教與學促進中心

Centre for the Enhancement of Teaching and Learning

Thank You

Thank you for your participation!!!

We hope to see you again in one of our workshops in the nearest future.

If you wish to contact me for further information

Email: Cecilia.Chan@cetl.hku.hk

Phone: 3917 8534