

AAUT and WSU Internal Learning & Teaching Awards Assessment Matrix - Demystified

Assessment Criteria	Not Rec/Further Work	Recommended	Highly Recommended	Demystifying & understanding what is required
<p>A. Positively impacted student learning, student engagement or the overall student experience for a period of no less than 3 years (2 for Early Career).</p> <p>25%</p>	<p><i>Unreliable, weak or limited evidence</i>/some connections between the initiative...and influence on student are made.</p>	<p>Connections made between the initiative, program or practice and its influence on students are <i>highlighted in most instances</i>.</p>	<p><i>Explicit connections</i> are made between the initiative, program or practice and its <i>substantial influence</i> on students.</p>	<p>The 3 Key concepts addressed in the criterion are:</p> <p>1. IMPACT 2. EVIDENCE ↔ EVALUATION 3. CONNECTIONS</p> <p>1. You need to clearly demonstrate HOW your initiative, practice etc has IMPACTED your students' learning, experience etc, and articulate the connection between action & impact.</p> <p>2. To show impact you need to evaluate the outcomes of your actions. How do you know that your actions have positively impacted your students' learning? What outcomes/measures can you use to show this impact? In other words, you need IMPACT EVIDENCE – See page 5 “Evidencing your claims”.</p> <p>Clearly the more sources of evidence presented, the stronger your case. Triangulation enhances validity & credibility. You also need to show that the outcomes have been sustained so you need a minimum of 3 years of activity and evidence.</p> <p>3. You need to make clear (in presentation and explanation) the connections between your action/initiative ↔ improvement in student learning ↔ the measures which demonstrate that improvement. Be sure that there is theoretical congruence evident between these aspects.</p> <p>When you make a claim, you need to back it up with evidence, not simply make an assertion. These connections need to be proximal and clearly articulated.</p> <p>You also need to demonstrate reflective practice – how you use outcomes data to refine and improve practice.</p>
	<p>Impact on students <i>not clear/limited or no sustainability</i> of impact/Claims supported by evidence from <i>more than 1 source</i> to demonstrate impact and sustainability</p>	<p>Claims are supported by <i>multiple forms of evidence</i> from a <i>range of sources</i> in most cases.</p>	<p>Provide <i>substantial evidence</i> from an <i>extensive range</i> of sources.</p>	
	<p>Evaluation appears <i>ad-hoc/Some evaluation has been conducted</i>.</p>	<p>Evaluation has been <i>carried out</i> on the program, initiative or practice.</p>	<p>A <i>systematic evaluation</i> is integral to initiative, program or practice.</p>	
	<p><i>Limited changes</i> have been implemented/Some changes have been implemented.</p>	<p><i>Some evaluation outcomes</i> have been implemented to improve student learning.</p>	<p>Evidence of evaluation outcomes are being implemented to maximise positive impact on student learning, engagement or experience.</p>	

Assessment Criteria	NR/Further Work	Recommended	Highly Recommended	Demystifying & Understanding what is required
B Gained recognition from colleagues, the institution, and/or the broader community 25%	<i>Unreliable, weak or limited evidence/Some evidence</i> from selected sources supports claims of recognition from peers.	<i>Several forms of evidence</i> from a range of sources support claims of widespread recognition throughout the institution and the local community.	<i>Substantial evidence</i> from an extensive range of stakeholder's support claims of widespread recognition throughout the institution and the community across the state or nationally.	Recognition = evidence that others are aware of and take note & value what you are doing/your expertise. The broader that recognition is, then the stronger the evidence, i.e. school – institution – state – national - international; within community, discipline etc. Types of evidence which may be relevant: <ul style="list-style-type: none"> - Awards already received, e.g. School award. - Fellowships – AdvanceHE/WEFS, Badugulang etc. - Presentations given – school, uni, conferences etc. If these are <i>invited</i>, then even stronger. - Your L&T related pubs/conf papers/posters or could be about the problem/issue you have addressed. - L&T grant funding – internal, external. - Invitations to/sharing your experiences more widely e.g. internal workshops, staff development exemplars online, contributions to Open Education Resources (OER's) etc. - Requests for further information, advice or assistance. - Adoption by others - courses/disciplines internally, other universities. - Expert representation, e.g. external disciplinary bodies – particularly L&T related. - Community bodies/groups which recognise your expertise; invite you and/your students' participation/ partnership; positive feedback received, impact on organisation and/or students. - Participation in peer review activities - Colleagues asking you to provide feedback or to observe your teaching etc. - Mentoring of more junior colleagues in L&T aspects, tutors within your units etc – feedback from them about your impact on their practice and/or student engagement & learning. - Appointment to leadership positions – Subject coordinator, particularly if subject has poor reviews etc, Program Advisor, DAP, Associate Dean – examples & feedback on your influence/initiatives.
	Recognition does not include adoption /has been adopted by others within nominee's school or department.	The initiative...has been adopted across the institution or discipline.	The initiative...has been adopted nationally or internationally.	

Assessment Criteria	NR/Further Work	Recommended	Highly Recommended	Demystifying & Understanding what is required
C. Shown creativity, imagination and/or innovation. 25%	<i>Unreliable, weak or limited/Some evidence</i> from <i>selected sources</i> to support an explanation of how the initiative...is novel .	<i>More than one form of evidence</i> provided with a succinct explanation of how the initiative...is novel .	<i>Compelling explanation and evidence demonstrating</i> innovation, program or approach is creative and novel .	<p>You need to explain <i>how</i> and <i>why</i> what you have done demonstrates the application of creativity, imagination and/or innovation.</p> <p>Novel does not mean that you have done something no one else has thought of, or that it needs to be a cutting-edge technological approach, but nor should it be <i>routine, or business as usual</i> (BAU) in nature. It could be that you have taken an idea/approach from a different discipline and developed in a way appropriate to your discipline or context or applied within your discipline for the first time. You may have found creative ways to bring greater authenticity to learning experiences, or to challenge and engage students who were resistant to the subject content, or underpinning values.</p> <p>Key questions: How does your approach differ from what had been done before, or what is BAU in your discipline/school? What sets you/your activities apart? Why is it exceptional or unique? How does it differ from, or has built on, others in the literature you have drawn on? Why is it so relevant to your context, to the challenge you faced and were responding to? What were the challenges you confronted and how did you respond to them in imaginative ways?</p> <p>It is <i>important</i> to <i>give examples</i> – not just say that you do something but show <i>how</i> you do what you claim – bring it to life for the reader, and explain how it was received by students, how it has impacted their experience, learning, engagement and/or performance? And of course – provide appropriate impact evidence to support your claims. For instance, if you are claiming increased student engagement after changes to tutorials – give examples of an activity. Then you may sight increased SFS satisfaction, plus increased BA comments relating to tutorials, and follow up with student comments to illustrate their engagement <i>with the activity</i> &/or impact it had on them.</p>
	<p>Context is <i>not explicitly considered/Limited examples</i> to demonstrate how the novel implementation is appropriate for the context.</p> <p>Influence & impact on student learning...is <i>not articulated/Limited examples</i> of how the novel initiative...has impacted student learning, engagement or overall experience.</p>	<i>Some examples</i> provided to demonstrate how the novel implementation is appropriate for the context and has a <i>positive influence</i> on student learning, engagement or overall experience.	<i>An extensive range of evidence</i> is provided to demonstrate how the novel implementation is appropriate for the context and <i>illustrates significant influence and impact</i> on student learning, engagement or overall experience.	

Assessment Criteria	NR/Further Work	Recommended	Highly Recommended	Demystifying & Understanding what is required
D. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice. 25%	Nomination refers to limited scholarly literature/Refers to scholarly literature that informs their practice.	Nomination <i>demonstrates</i> an understanding of scholarly literature of teaching and learning.	Nomination <i>demonstrates a deep understanding and application of relevant scholarly literature</i> of teaching and learning.	<p>To satisfy this criterion you need to <i>demonstrate how your actions/initiative</i> etc are informed by relevant scholarly literature – L&T Scholarship and, where appropriate disciplinary literature. Be selective in the literature you include as space does not allow for an exhaustive list but include enough to show substantial engagement with the literature. Choose up-to-date sources which demonstrate that you maintain currency and relevance in your practice.</p> <p>Be sure to include any of your own publications and make clear their contribution to L&T scholarship. Informative comments from reviewers could be quoted to demonstrate significance or relevance of your work – also relevant for Criterion B.</p> <p>You need to <i>clearly articulate</i> your personal teaching philosophy and <i>demonstrate</i> how it underpins and guides your actions. The statement should be <i>reflective and personal</i>. What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of a person who is <i>intentional</i> about teaching practices and <i>informed by scholarship</i>. Your story of what you do and how you do it (the initiative) needs to show consistency and congruence with your teaching philosophy.</p> <p>Include information on how you have contributed to the development and sharing of L&T scholarship e.g. Leading/organising workshops, or interest groups etc; Initiatives you have undertaken as part of your leadership roles which enhance L&T scholarship, sharing of practice etc. You need to <i>demonstrate</i> your <i>commitment</i> to improving teaching practice, the student experience and learning, and the scholarship underpinning it.</p>
	<i>Limited description</i> to their teaching philosophy/Teaching philosophy practice <i>is articulated</i> .	Connections between teaching philosophy and scholarly practice are <i>articulated</i> .	Connections between teaching philosophy and scholarly practice are <i>clearly articulated</i> .	
	FW – <i>Some evidence</i> is provided of engagement in scholarly practices.	<i>Several forms of evidence</i> provided of engagement in scholarly practices.	<i>Substantial evidence</i> provided of leadership in scholarly practices.	
		Contributions to the scholarship of teaching and learning.	<i>Significant contributions to</i> the scholarship of teaching and learning.	

What EVIDENCE can I use to demonstrate impact on student learning, engagement or the overall student experience?

Sources/Types of Evidence: The more varied sources the better, particularly if they reinforce each other/a particular claimed outcome. Four general groups – with indicative examples are provided below to help you identify possible evidence. What is relevant will depend on what your initiative is and the claimed outcomes/impacts:

1. **Peers** – Partner feedback/input/outcomes etc; Awards; Fellowships; Adoption by others; Invitations to share learnings etc; Any peer review/feedback on program, approaches, resources developed etc; external feedback and impact evidence (e.g. impact of student work undertaken for partner organisation) – from community groups, disciplinary bodies etc; benchmarking against other similar subjects/courses externally. NB. **Independent peer review** is powerful evidence.
2. **Self** – Teaching philosophy; Reflections → analysis & evaluation → reflections; Responsiveness to student feedback (lessons/insights drawn from it; how used etc); Teaching publications/presentations; L&T Grants, projects involved in/led; Fellowships; Leadership roles, participation in/support for L&T practice and scholarship within team/school/institution (examples), mentoring of others – individual colleagues, large teaching team, sessional staff etc – feedback and impact.
3. **Student Reactions** – SFTs & SFSs (before-after changes; trends important; comparative data) - Analysis of changes in BA v NI comments; Student interviews (focus groups etc); Formal or Informal class student feedback during session; Unsolicited student feedback; Online feedback; Changes in student participation in online discussions etc (increased volume or change in focus, tone etc – give examples); Student logs and journal entries (examples to demonstrate claims about changes, quantify if possible); QILT data: e.g. Student Experience Survey (SES), Graduate Outcomes Survey (GOS); Learning Analytics data.
4. **Student Learning** – Self-reported knowledge/skills gained; Values, cultural understandings developed; Grades, including non-submission rates, attrition rates, retention rates, progression rates to Honours/postgraduate studies, change in # professional misconduct cases; Graduate Outcomes – employability measures, feedback from graduates, employers/clinical practice/WIL experiences etc; Program outcomes/attributes, professional identification and evaluation of – do students feel they have achieved them? How confident and prepared for practice/employment do they feel?; Student work – assessment, projects etc; Employer/workplace/ community placement feedback.

→ Evidence can be:

(1) Perceptions – *What did people think?* - Surveys, feedback, reviews/comments. **But** – *you need to go beyond Student Satisfaction Scores!*

(2) Behaviours – *What did people do?* - Participation, Engagement – did you shift the way students participated, engaged or learnt? How was this evident?

(3) Outcomes – *What happened?* - Grades, Marks, Achievements, Skills, Products (e.g. Learning Logs, Reports etc for Community Partners etc).

(4) IMPACT – *What changed and has it lasted/evolved further?* – All of the above can show impact, i.e., that you moved the measures in a positive way after your intervention (before and after change), but you need to relate to the underlying **impact** on student learning/outcomes achieved? E.g. New/different graduate outcomes achieved, employment or life skills supported, changed values, professional identity, enthusiasm and approach to learning, transformational experience – make explicit.

Strengthening your case:

1. Your case is made stronger if the evidence is **longitudinal** – shows **trends**, is **triangulated**, and **comparative** (other programs/subjects etc). Present the evidence clearly and succinctly. Graphs or tables are the best because they can *show* trend, before-after change, sustained outcomes etc. You then need to emphasise evidence & changes within your narrative – *linking evidence to specific claims* made. Don't leave it to the assessor and assume they will make the links because you have something in a graph. Qualitative data alone is insufficient, but their strategic use can be very powerful, bringing your story to life. Use Qualitative comments to *illustrate* claims and particular outcomes. Identify the source (e.g. email, SFS comment, external partner, tutor, etc) – identify students by cohort. Make clear if unsolicited comment.

2. Your case will be strengthened if you can show impact beyond your immediate context, particularly beyond your institution such as, adoption, positive feedback and testimonials, recognition etc. An external reference for example can validate your contributions & impact beyond your institution & show what sets you apart comparatively.

An additional *excellent* resource to help you think about differing ways you might evidence your teaching impact:

[Evidencing your teaching practice beyond SFUs and SFTs FINAL 003.pdf \(westernsydney.edu.au\)](https://westernsydney.edu.au/evidencing-your-teaching-practice-beyond-sfus-and-sfts-final-003.pdf)