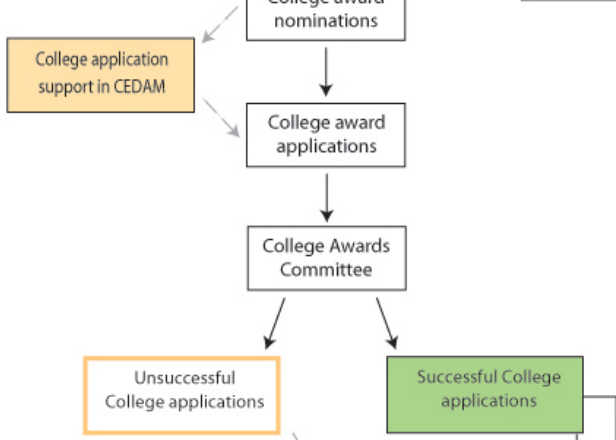


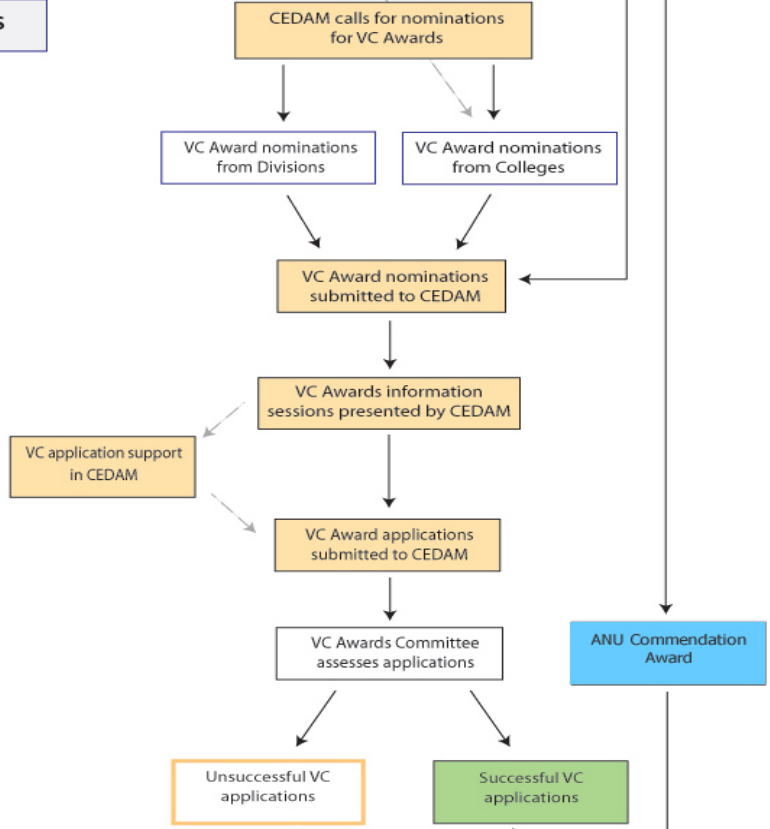
Putting together a Teaching Portfolio

COLLEGE AWARDS

Key: - - - -> Eligible



VC AWARDS



ANU Awards Structure

ANU Commendation Award

The Nuts and Bolts

- **Consider the criteria carefully and ensure you respond to these equally**
- **Make sure you stick to the word/page limits**
- **Provide supporting letters**
 - Provide your portfolio to these people
 - Helps to support and build your case
- **Include a sample of your teaching if this is relevant**
- **Invest the time to make it shine**

Building the Case in the Teaching Portfolio

- **Have a story about what it is that you do**
 - What are you trying to achieve?
 - What is your philosophy?
 - What is your particular approach?
- **Tell the reader what you *actually* do**
 - Try to provide specific examples
- **Present evidence to support your claims**
 - Formal evaluations (multiple years)
 - Feedback from students, colleagues, others
- **Show that you are innovative and that you are focused on improvement**
 - How do address feedback?
 - Do you try new things?

Have a Story About What You Do

Janine O'Flynn
ALTC 2011

Teaching as a Relational Practice: My approach to teaching has developed over the last decade or so, from my beginnings as a Tutor during my PhD studies, through to my first academic appointment in 2004, to my current role as a Senior Lecturer in the *Crawford School of Economics and Government*, The Australian National University's postgraduate policy school. My expertise is in public sector management, a field that draws on a range of disciplines and where effective teaching requires a combination of intellectual breadth and depth, and an appreciation of the practice of management in context. Throughout my academic career I have focused on bringing my research expertise into the classroom, and creating an environment where students can also bring their expertise and experience. This creates a collaborative learning environment where each have something to teach and something to learn. I have been humbled through my teaching experience by the depth of contribution of my students, especially in my current position where I have the privilege to work with experienced professionals who practise what I have spent the last decade researching.

I. SYNOPSIS

Dr. Kim Huynh is a lecturer in Politics and International Relations in the College of Arts and Social Sciences. He teaches *Refugee Politics* and *The Political Philosophy of Deception* and has an ongoing commitment to introductory courses in both politics and international relations. He strives to provide his students with a well-rounded education incorporating disciplinary canons, cutting-edge research, pressing issues and the fostering of critical thinking and effective communication skills. Beyond this, he stresses that a good education is linked to the good life. That is, the information and expertise that comes through study should be connected to the pursuit of wisdom, enhanced self-understanding and the service of others. Students have commented on the 'infectious passion' and 'creativity' that he brings to the course material, his ability to answer every question 'with another one or often two or three' and the unyielding respect and encouragement that he has for them. Dr Huynh is proud to have been an ANU undergraduate, postgraduate and now academic. His dedication to the University reflects his esteem for it as a world class teaching and research institute and his deep appreciation of the central role that it has played in his professional and personal development.

Kim Huynh VC Award for
Teaching Excellence

II. OVERVIEW

Quentin Grafton VC
Award for Excellence in
Supervision

Quentin Grafton has been supervising post-graduate students for almost 20 years. *His passion is to mentor his students to become scholars. His goal is assist his students to contribute to a better world in terms of their research, teaching and professional work. His philosophy is to instill two key scholarly insights. First, the need to be patient with others and with oneself, and an appreciation that high-quality research takes time. Second, the importance of persistence — good research is rarely linear, sometimes disappointing, frequently confronting, but these travails are almost always made worthwhile by the joys of discovery.*

Tell the Committee What You *Actually* Do

CEDAM Feedback on draft ALTC Citation 2011

for promoting your distinctive contribution. At various points it will strengthen the text to be more specific by offering details for precisely what you do, and how you do it, and often also why you do it (the underlying rationale etc.). There is some of this as the Summary progresses, but even then it isn't clear just how X happens, or what is distinctive about what you do. How do you "enhance their analytic skills" (in what? for what?), or "develop their problem-solving capacities" (what are they now?), or "develop" their skills in groups?

Most significantly, at the moment the draft can do much more to build a clear case for what specifically it is that you do, with easily identifiable substantial points. Note that there is very little text before you then offer many student quotations. There is very little so far to give a rich understanding of what actually happens.

and see the para beginning "When students...". At many points you would do best by unpacking the comments/claims. Check throughout. It must be clear each time just HOW (and/or why) you do something, for the assessors to be able to determine its value. Look for any active verbs. In short, how do you do X, how do you know Y? etc. I hope as you re-read you'll see that there are many instances where you can develop by exemplifying, clarifying, elaborating etc, to give a clear picture of what you do, and what students do.

Tell the Committee What You *Actually* Do

Students are not anonymous in my class; each comes into a room where their name is displayed on the desk, and I take time to learn something about all of them individually – whether through short exercises where they jot down their work roles and challenges, or through taking time to chat individually in class, in the corridor, or reading about their interests on our in-house '*Crawford Connections*' which provides profiles of each student. We chat over morning tea, or lunch for example, and I can use these conversations as the basis for inviting them into later whole class discussions. This technique is especially valuable with students who are shy, but willing to make substantial contributions when 'invited in', when I can say something like, 'over morning tea I had this really interesting conversation with Uyen; Uyen can you tell us about the experience you described to me, it was a terrific example of the problem we were discussing before the break'. Students feel their experience is valued and they are not entering the discussion 'cold'. This can be a real turning point for individuals and signals a shift in how they engage in the class; once they know you are interested, they feel more confident that their colleagues in the class will be too. *Janine was a fantastic lecturer and very inclusive of a variety of learning styles and cultural perspectives amongst students. She was always available to answer queries and interested in each student's experience.*

Cases can range from those faced by individual managers through to entire governments. For example, in a course focused specifically on public managers and public sector management, CASE STUDIES IN PUBLIC SECTOR MANAGEMENT, I use a case of manager who must decide who in her team should receive a bonus based on their individual performance. This real world example provides a vehicle for examining issues of motivation, incentives and linking individual and organisational goals, asking students to prepare advice on who to recognise and how to go about assessing their performance. This is no easy task – it requires students to consider profound questions that occupy scholars and practitioners – what value do public organisations create? How do we measure the performance of an individual in that endeavour? How does a manager ensure that *all* employees are motivated in an environment where only some will be chosen for special rewards? What 'levers' do managers have to tie individual and organisational goals? Of course we can look to the theory to help us here, but we also investigate why this is not so straightforward in the 'real world'. I ask students to tell the class about their experiences of performance evaluation – either as the one being evaluated, or as a manager assessing subordinates. We explore what worked, what didn't, and why? Given that students in my school come from more than 40 countries, we explore the cultural factors that shape these practices – how does this work in Bhutan, Australia, Cambodia, Mozambique, or Afghanistan? My students learn a *lot* from each other, and I never stop learning about policies and practices in different contexts: *[My] interaction with various people from different backgrounds really enriched my perception and understanding about particular issues.*

Final ALTC
Citation
2011

Present Evidence to Support Claims

Janine O'Flynn ALTC
Citation 2011

Questions (7 point scale)	CSPSM 2009	CSPSM 2008	ANU Average ¹
Demonstration of concern and respect	6.5	6.4	5.8
Encouragement of participation	6.3	6.4	5.7

Questions (5 point scale)	CSPSM 2010
The lecturer actively encouraged student questions and participation	4.8
The assessment seemed appropriate given the goals of the course	4.5

drawing out critical concepts. Feedback indicates that I am very skillful at engaging the entire class here, not just a few vocal individuals:

Janine O'Flynn sets this course apart from the rest! Her presentation style is one that others could learn from; her willingness to share experience and to facilitate discussion is fantastic; and her friendly and positive attitude is rather refreshing!

On a personal note, I simply want to say 'Thank You' for making my learning experience an enjoyable one. I have enjoyed your humour, delivery style, knowledge, expertise and the manner in which you effortlessly engage with the students encouraging one and all to participate, discuss and share their experiences ... ANU should try and get as many lecturers like you - engaging, supportive, knowledgeable and one who brings out not only the best in an individual but more broadly the group.

Quantitative data from student evaluation courses and claims, specifying one significantly above the ANU average.

We understand the pride that international and domestic students have in obtaining prestigious scholarships from AusAID, Rotary, ADB, World Bank, Endeavour, the Department of Industry, Innovation, Science and Research, or APS departments for example, as well as the pressure that they may feel. Each program manager has an open-door policy to all international and domestic students in their program, encouraging them to share concerns and achievements alike.

It was during that first three months that I almost quit study because of homesickness. I remember vividly the time I had spent with you, pouring all my worries and your encouragement to me to hang on with the invitation of "my door is always open" policy. Although coming from a very, very different culture, your wealth of experiences and understanding, and never forgetting the wisdom you have, had helped me along during my study period at ANU. [Master of Public Policy student, PNG]

Crawford Program
Managers VC Awards
Citation for
Contribution to Student
Learning

Innovation and Improvements

Responding to progressive student feedback on my teaching

Traditional feedback on teaching from students is often collected at the end of the course, past the time when changes can be made that affect that group of students. Students develop a fatalistic view of such feedback, thinking that they have little role in shaping the course to their needs. To address this problem I have shifted to a progressive system of online anonymous feedback, which I conduct during early (week 3), mid (week 7) and end of semester periods so that students can provide ongoing feedback and see that changes are being made as we progress through semester. Such changes have ranged from simple things like changing the format of online course notes and recordings, to larger structural changes such as holding a mid-semester exam when students raised concern over end-of-year workloads (see improvements in BIOL3116 student feedback over time in the Evaluation Information section).

Christopher
Fulton VC Award
for Teaching
Excellence

Jennifer
Hendriks VC
Award for
Teaching
Excellence

I am constantly trying something new—both in response to the formal and informal feedback I receive from my students as well as in response to what we educators want our students to experience as part of their university education. One area I've recently tackled is that of using digital technology in my teaching and in the creation of assessment tasks for my students. Since in the courses I teach so much of what is relevant to our discussions and interesting for students is highly topical and can be found on the web, I contacted Dr Megan Poore in the CAP/CASS Education Design Studio in early 2009 and she helped me understand the technology and adapt my course assessment items for use with Web 2.0 technology. Shortly thereafter, I was asked by Dr Poore to participate in the Education Innovation Pilot Projects being run by the Design Studio.

materials and methods. I realise that teaching is a multi-faceted process. Discussion and regularly revisiting problems and teaching materials is crucial. I do this by asking experienced colleagues to audit my classes, usually when teaching a course for the first time and followed up again after a couple of semesters. I try to use a variety of techniques to address a range of student learning styles and is a strategy I try to adopt consciously and consistently. (Examples below).

Asmi Wood VC
Award for Teaching
Excellence

Tips

- Be able to tell a convincing story about your teaching and its contribution
- Don't expect the data to speak for itself
- Don't be *too* modest
- Have a colleague read the application
- Look at the portfolios of previous award winners
- Prepare your portfolio as a first step toward the next level of awards