**Application**
Award for Excellence in Tutoring

**Individual or team**
- Individual Application
- Team Application

**Applicant details** *(For an individual applicant, or a team representative)*
- Title
- First name
- Last name
- School/Department
- Campus address
- Email
- Phone

**Staff type**
- Academic Staff
- Professional Staff

**Gender**
- Female
- Male

**Early Career**

*Early Career: No more than seven calendar years’ experience teaching in a higher Education setting. Includes all tutoring, part-time teaching, and teaching in other higher education institutions*

**Team applications** *(five or fewer members)*

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<tr>
<th>Title</th>
<th>Name</th>
<th>School/department</th>
<th>Email</th>
<th>Staff type*</th>
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*Staff type: A = Academic P = Professional

**Team applications** *(five or fewer members)*

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<tr>
<th>Team name</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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<tr>
<td>Academic staff</td>
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<td>Professional staff</td>
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Referees (Preferably Head of the applicant's College, School, Centre)

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Applicant's Signature

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Checklist for application

- [ ] 1. Application cover page
- [ ] 2. Written statement, including a synopsis, and discussion addressing each of the four selection criteria (8 pages maximum)
- [ ] 3. Supporting teaching materials
- [ ] 4. Evaluations (pages as necessary)
Award for Excellence in Tutoring

Eligibility

All staff within the College with teaching or teaching/research appointments (full-time or fractional; continuing, sessional or contract) can apply.

Previously unsuccessful applicants are eligible for application.

Selection Criteria

The core element of an application is a written statement in which applicants describe their tutoring or demonstrating experience, and specifically addresses each of the four assessment criteria. The written statement is limited to three A4 pages in total. Where possible, support your claims with evidence, including formal and informal evaluation of your teaching.

1. Approaches to teaching that influence, motivate and inspire students to learn and achieve the desired objectives of a course

This may include: fostering student development by stimulating curiosity and independence in learning; facilitating the development of students' critical thinking analytical skills and scholarly values; encouraging student involvement through the appropriate use of interactive, collaborative and engaging learning activities; the use of high-level of communication (e.g. skilled questioning), presentation and interpersonal skills to help students build understanding in either virtual or face to face settings; using strategies to understand and attend to the individual needs of students; collaborating with course convenors in forming coherent strategies to promote student learning and identifying critical learning issues within a course.

2. Participating in the design, planning and or selection of curricula, particularly relating to tutorial or demonstration resources, that facilitate learning

This may include: demonstrating a deep understanding of the course objectives and expectations of students as communicated by and discussed with the course convenor; developing and/or selecting and presenting coherent and imaginative resources for student engagement and learning; demonstrating up-to-date knowledge and skills in the field of study in the planning, design and or selection of resources and activities for learning; extending course material in tutorials and/or demonstrations to enhance student learning; implementing research-led approaches to learning and teaching.

3. Approaches to assessment and feedback that foster independent learning

This may include: helping students to understand how assessment strategies integrate with the course aims and objectives and student learning activities; providing timely, and meaningful feedback to students on their learning; using a variety of assessment and feedback strategies; implementing formative and summative assessments;

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assisting students in adapting to the assessment requirements and where appropriate recommending how assessment should be adapted to cater for the specific needs of students.

4. A commitment to evaluating and improving teaching practices
This may include: analysing and appropriately applying feedback received by students; participating in professional development activities focused on developing a greater understanding around teaching and learning; being proactive in the role as an intermediary between the students and the course coordinator in suggesting how the course can be further enhanced.

Application information

The application requires:
1. Application cover page.
2. Written statement, including a synopsis, and discussion addressing each of the four selection criteria (8 pages maximum).
4. All applications should be in written format and submitted as a single PDF document.
5. Submissions must be in A4 size, font minimum of 11 points, and submitted as a single PDF document. Margins must be at least 2cm with clear definition between paragraphs. Individual pages that do not meet the requirements, for instance by exceeding the pages limits, will be removed.