

Award for Excellence in Tutoring

Aim: The Award for Excellence in Tutoring is to recognise, reward and encourage teaching excellence by its tutors in the College of Asia and the Pacific. The College makes available an annual award to one of its tutors to recognise their contribution to the excellence of teaching in the College.

Eligibility

All tutors in the ANU College of Asia and the Pacific, full time or fractional, continuing or contract, can be nominated. The tutors who have assisted teaching for at least two full semesters within the two years immediately preceding the closing date for nominations shall be eligible for nomination. Previously unsuccessful Citation nominees are eligible for renomination. Previous Citation winners are ineligible for renomination within three years of receiving the award. Self-nominations will be accepted.

In assessing nominations against the five selection criteria, the Selection Committee will take into account:

- the extent to which the claims for excellence are supported by formal and informal evaluation;
- the extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments; and
- the information contained in references and selected teaching materials submitted by the applicant.

Selection Criteria:

1. Approaches to teaching that influence, motivate and inspire students to learn in small group settings

Which may include: fostering student development by stimulating curiosity and independence in learning; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, facilitation, presentation and interpersonal skills.

2. Command of the subject matter and incorporation of developments in the field of study within the teaching environment

Which may include: demonstrating up-to-date knowledge of the field of study in the approach to classes and in the creation of resources or activities for learning; communication of up-to-date implications for subject matter and incorporation of these ideas into the learning environment created; communicating clear objectives and expectations for student learning.

3. Approaches to feedback that foster independent learning

Which may include: providing timely, worthwhile feedback to students on their learning; developing and/or using a variety of feedback strategies; implementing both formative and summative assessment and feedback approaches;

4. Respect and support for the development of students as individuals

Which may include: participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education, especially in a small group setting.

5. Scholarly activities that have influenced and enhanced learning and teaching

Which may include: showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession.