

Award for Outstanding Contribution to Student Learning

Award Information

The Award is designed to award a range of contributions to student learning both direct and indirect, by general or academic staff. There are unlimited ways an individual or team could be nominated for contributing to excellent learning and teaching in higher education.

Listed, for illustrative purposes only, are possible examples of (maximum 25 word) descriptions of distinctive contributions:

- For excellence in the leadership of a faculty-wide transition program for first year students.
- For novel and effective approaches to engaging first-year students in collaborative learning and peer review in a large class setting.
- For sustained commitment to personalised administrative support for undergraduate students that has enhanced the overall student experience.
- For the creation of innovative and imaginative resources that engage science students in current disciplinary issues and develop critical thinking skills.
- For specialist expertise in the design and implementation of practical classes leading to enhanced student engagement.
- For the provision of state-of-the-art programs in learning support for international students over a five year period.
- For a decade of exemplary supervision and support of postgraduate research students in the field of social science.
- For institutional leadership in the design and implementation of a department-based program of peer feedback for academic staff to enhance teaching skills.
- For the strategic promotion of information literacy programs tailored to specific disciplines and the needs of specific student groups.
- For the introduction of original assessment approaches that recognise the different learning styles within a diverse student cohort.
- For the development of new strategies to ensure effective coordination of teaching in a cross-faculty undergraduate program.
- For the rigorous planning and evaluation of innovative teaching resources for health studies that are culturally-appropriate and raise awareness of cultural diversity among students.

Eligibility Criteria

1. General staff, academic staff, sessional staff and institutional associates of ANU. The nominee must have been in one or more of these roles in CAP for 2 or more years.
2. Both team and individual nominations are encouraged. Teams may be of any size. However, nominations may name no more than five members hence a team name is strongly recommended for teams with more than five members.

3. Previously unsuccessful Citation nominees are eligible for renomination. Previous Citation winners are ineligible for renomination within three years of receiving the award.
4. Awards for the ANU Vice-Chancellor's Teaching Excellence and Citations for Outstanding Contributions to Student Learning are distinct award types. Nomination for, or receipt of, a Citation for Outstanding Contributions to Student Learning does not affect eligibility for nomination for an Award for Teaching Excellence. However, recipients of a Vice-Chancellor's Award for Teaching Excellence are not eligible to apply for a Citation for Outstanding Contributions to Student Learning.
5. Self-nominations will be accepted.

Selection Criteria

Citation nominees are asked to select **one or more** of the criteria listed below (as appropriate for their particular contribution). Nominees must provide evidence to support their claims against this/these criterion/criteria, and Committee selection will be based on the extent to which applicants show that their contribution has:

- influenced student learning, student engagement or the overall student experience
- gained recognition from fellow staff, the institution, and/or the broader community
- been a sustained contribution

The text below each criteria are indicative of ways in which the criteria might be demonstrated. Applicants should not feel limited by these illustrative examples.

1. Approaches to teaching and (to) learning support that influence, motivate and inspire students to learn

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, presentation and interpersonal skills enabling others to enhance their approaches to teaching

2. Development of curricula, resources and services that reflect a command of the field

which may include:

- developing and presenting coherent and imaginative resources for student learning
- implementing research-led approaches to learning and teaching
- demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning
- communicating clear objectives and expectations for student learning
- providing support to those involved in the development of curricula and resources
- contributing professional expertise to enhance curriculum or resources

3. Approaches to assessment, feedback and learning support that foster independent learning

which may include:

- integrating assessment strategies with the specific aims and objectives for student learning
- providing timely, worthwhile feedback to students on their learning
- using a variety of assessment and feedback strategies
- implementing both formative and summative assessment
- adapting assessment methods to different contexts and diverse student needs; contributing professional expertise to enhance assessment and/or feedback.

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.

5. Scholarly activities and service innovations 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
- coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession.

The criterion/criteria chosen by applicants should be determined by the nature of the contribution to student learning. The number of criteria nominated does not affect the Selection Committee's assessment of an application.