When evidencing your education practice you should aim to create a holistic picture by situating, personalising and using multiple quantitative and qualitative data sources from within and beyond the classroom.

SITUATING PRACTICE

It is valuable to situate your education practice by expressing your teaching philosophy. This should outline your view of how students learn, your role in the learning process and what you do to enable learning to happen. Referring to the body of literature helps situate your approach within the broader body of knowledge. Outlining your developmental journey and future plans also helps to build a picture of a commitment to a sustained scholarly approach to teaching. MQ's Teche blog has a post on developing and writing a teaching philosophy [1].

GATHERING EVIDENCE

A more convincing case is made by presenting a triangulated body of supporting evidence. Gathering data over a period of time, instead of just the latest snapshot helps to show a growth trajectory and sustained commitment to reflective practice. Sources can include:

- **Students and units** — Via
  - TEDS instruments (student evaluation surveys) [2] for both teachers (LET) and Units (LEU).
  - Informal evaluation methods to gather data about units, teaching and students [3].
  - Learning analytics from iLearn Insights [4].
  - Comparative and contextual data from dashboards [5]
    a). Course Review: MQ results on the national Student Experience Survey ‘SES’ and ‘GOS’ by faculty or course that allow for broad thematic comparisons.
    b). Student Success Measures: aggregated grade spread and pass rates MQ wide, faculty, course and similar units, filter by year level and demographics.

- **Participation or leading curriculum development** and/or review at a course, department, faculty, university or national level. Development of Open Education Resources and MOOCs.

- **Impact of your curriculum on learning** e.g. engaged students in undergraduate research or industry-based activities. Examples of assessment (for, as, of) student learning. HDR student completions and students-as-partners projects.

- **Testimonials** from colleagues and external referees. Emails or nominations for awards from students.

- **Dissemination activities** — sharing your teaching practice or innovations at department meetings, discipline networks, conferences or publications.

- **SOTL activities** — research and reflection you have undertaken into your own teaching and educational practice in your discipline. Grants received to support teaching and learning developments projects e.g. from CAULIT, ASCILITE, HERDSA and others.

- **Completion of academic development programs** including MQ beginning to teach, online modules in iLearn / Workday, workshops or showcases. A tertiary-level adult education qualification (e.g. Grad cert HE/Teaching). Being awarded an AdvanceHE Fellowship or HERDSA Fellowship.

- **Feedback received** from formative or formal peer review of teaching / curriculum, observation of teaching (open classroom) as reviewer/reviewee, or from unit benchmarking or a mentor program.

- **Demonstrating leadership** (informal and formal), sessional/team management, chairing teaching team/program committee. Achievements as a unit convenor, course director, faculty L&T leader. (Inter)national leadership of discipline L&T networks, interest groups, a conference chair or L&T book editor.

- **Recognition** from teaching awards or citations (MQ or National), invites to be a keynote speaker and/or visiting positions at other institutions.

Additional suggestions are provided by Kozar [6].

PRESENTING THE EVIDENCE

When presenting your teaching evidence:

- Use clear language, avoid jargon and expand acronyms.
- Weave a narrative and your own voice into the expression. You can use a first person perspective.
- Support arguments, statements and strategies by integrating source data, outcome examples and pointed literature (avoid generic literature). Use data from your own teaching but compare and contrast this to with institutional level data and broader trends. Draw on a mix of qualitative and quantitative sources. Use graphics and tables for sets of related data or time series.

The AAUT has advice on presenting teaching evidence [7].

Explore this topic further ...

[1] Write a teaching philosophy
https://teche.mq.edu.au/2017/12/do-you-have-a-teaching-philosophy/

https://goto.mq/gg-lt


[5] Log into MQ office 365 online, then go to the MQ BI Dashboard https://app.powerbi.com/home

[6] Sources of evidence

[7] AAUT presenting evidence guide

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