AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

AAUT GOOD FORMS OF EVIDENCE EXAMPLES

PREPARED BY:
AAUT AWARDS TEAM
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AIMS

To provide the nominees with an opportunity to align their evidence with the criteria and reinforce the fact that the provision of sufficient and appropriate evidence is integral to their claims.

- To determine what evidence are highly recommended and how nominees can improve their applications for the AAUT scheme, in terms of qualitative and quantitative data.

- To understand what evidence works well and how nominees can improve the evaluation and presentation of evidence, in terms of content, structure, and the variety forms of evidence.

- To develop examples against which to benchmark the criteria.

* Obtained permissions to publish from respective nominees.

OVERVIEW/CONTEXT EXAMPLE

This overview clearly positions the application in context using clear language. It draws on SoTL literature and also provides some relevant personal background of the applicant.

OVERVIEW

Contributing to the education of our police officers is a fascinating, challenging, and highly emotional professional area in which to be involved. I bring evidence-based teaching and learning to the ████ Police community, and work within an international network that allows me to influence and refine teaching and learning policy in matters of policing vulnerability, and law enforcement and public health worldwide. I would not have achieved this international leadership, however, without first establishing a strong reputation as a police educator in the classroom. This application outlines how my innovation in teaching made a significant contribution to the acknowledgement of tertiary education for police, as well as in scholarship.

The professionalization of the police, by way of tertiary education, is a focus of international debate, growth and intense scrutiny within and by an industry (policing) that has historically been distrustful of academia (Prenzler, Martin, & Sarre, 2009; Fleming, 2010; ████, 2019). The University of ████ has now established itself as an international leader in police tertiary education (made mandatory for all police officers from recruit to Inspector), as well as in specific areas of the police curriculum ████, 2019). Both achievements are direct results of my 11 year-long role as head of police recruit training in ████, my discipline headship between 2010 and 2015, and my leadership on matters of vulnerability in policing – the latter, a role I also had in ████, the largest police jurisdiction in Australia.

My teaching environment involves balancing academic qualification requirements with the internal policies and operations of law enforcement. My teaching philosophy, based on trauma-informed education and practice (Carello & Butler, 2015), swaps the focus of a passive 'command-and-control' attitude to learning into positive inquiry. My objective is, for the police officers I teach, to become self-directed learners engaging in critical inquiry. I bring to the classroom the building-blocks for their reflexive practice through experiential and inductive reasoning in the classroom, at the earliest stage of their career. I do so while vividly aware that my teaching specialty (vulnerable people policing), and some issues about which I teach are sensitive (e.g.: racism, over-policing, police abuse of powers), and so benchmark my teaching practice within the broader scholarship of learning and teaching literature, contextualised in police tertiary education and world events.

The presentation of **quantitative** student satisfaction scores is best presented in a table rather than scattered throughout an application. The quantitative student evaluation contains the sample size (the number of students), the period of offerings and the percentage of the highest feedback score.

The **qualitative** comments from students are provided across several years of teaching can be presented in dot-points.

Year / Period	Enrolment	Average (SD) Student Feedback (SFS) Score	Completion Rate	% of A and B grades	Average Mark
Pre-Simulation average		3.91 / 5.00	94.12%	30.77%	61.13 / 100
2016 (Semester 2)	195	4.16 (0.75) / 5.00	94.36%	30.77%	63.00 / 100
2017 (Semester 2)	182	4.04 (1.13) / 5.00	93.41%	39.01%	63.00 / 100
2019 (Semester 1)	74	4.57 (0.86) / 5.00	97.30%	47.30%	67.00 / 100
2019 (Semester 2)	108	4.27 (1.02) / 5.00	95.37%	46.30%	65.16 / 100
2020 (Semester 1)	101	4.57 (0.75) / 5.00	96.04%	44.56%	64.82 / 100

- The merger scenario is an excellent learning tool… I learned a lot through the negotiation activity"– 2013 student qualitative feedback;
- "The M&A scenario was amazing and gave me a "real life" look at how such processes work" – 2014 student qualitative feedback;
- "Participating in a negotiation act itself…helped to transfer a lot of the theoretical facts or topics into an actual activity that you can do… and see how much understanding you have" – 2016 student qualitative feedback;
- "This is probably going to sound really ridiculous, but this is the first time I've done a subject that has changed my life."– 2017 student qualitative feedback;
- "Negotiation scenario is the highlight of this subject" – 2019 student qualitative feedback

An informative and well-constructed graph is clearly connected to the claims made in the text.

A clear and specific graph is showing the reciprocity/dialogue of feedback that is so often overlooked.

Overall, [ ] student satisfaction scores have been consistently higher (4.54/5) than both the Business and Economics Faculty scores (4.16/5) (averaged across approximately 21,000 faculty students p.a.), and [ ] University scores (4.12/5) (averaged across approximately 86,000 student enrolments p.a.) (*see Graph 3*). The slight dip in overall student satisfaction across the winter 2018 to summer 2019 cohorts coincided with a notable demographic shift towards more international students than domestic students enrolled in the unit. Following implementation of a number of interventions to address diverse cohort learning needs (such as those discussed in previous sections), overall student satisfaction has since increased. (*See Graph 3*). [ ] student response rates to the University's optional student evaluation survey demonstrate well above average rates of response (65.7%) compared to university average response rates (38.8%). Retention rates for enrolled students completing the unit are outstanding with close to 100% retention rates observed over three years. (*See Table 1*).

Graph 3: Overall Student Satisfaction (out of 5)

— Unit ( )
— University Average
— Faculty Average

Table 1: Student Response Rates	2017W	2018S	2018W	2019S	2019W
Unit Student Response Rates / Retention Rates (120 students capped per annuum)	63.3% / 98%	49% / 100%	93.5% / 100%	59.7% / 100%	63.2% / 100%
University Student Response Rates	41.8%	39.5%	39.9%	33.4%	39.8%

NOMINATION   3

Graph 1: Provided Opportunities for Feedback & Interaction (out of 5)

— [ ]
— Faculty average
— University average

Graph 2: Provided Useful Feedback to Students (out of 5)

— [ ]
— Faculty average
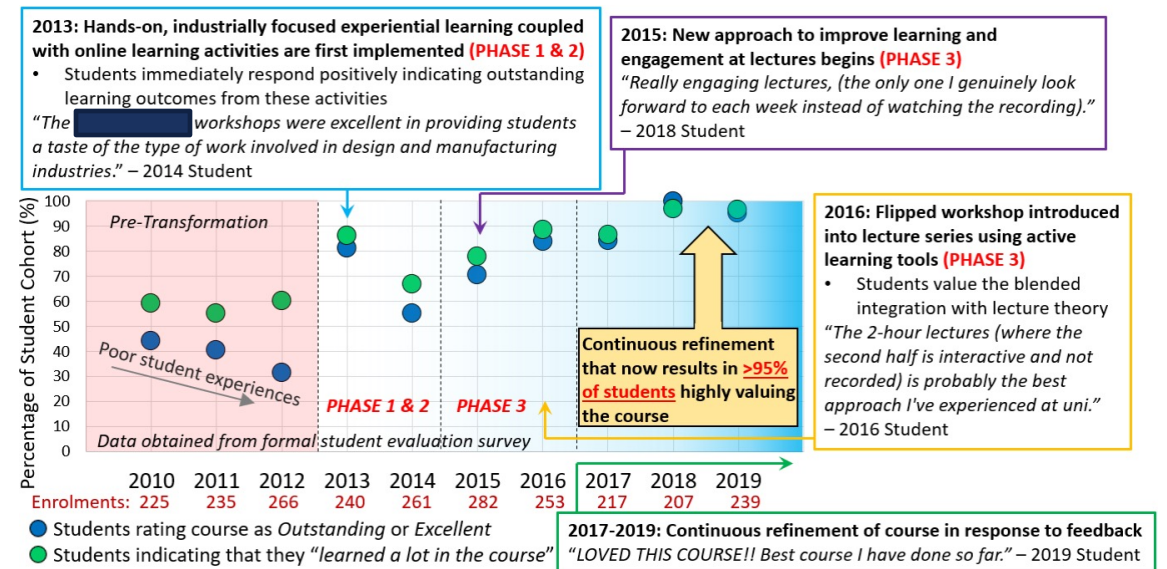— University average

NOMINATION   2

EVIDENCE A: IMPACTED ON STUDENT LEARNING, STUDENT ENGAGEMENT OR THE OVERALL STUDENT EXPERIENCE

Multiple evidence via qualitative and quantitative student feedback, student satisfaction, increase in student engagement and student grades, which are maintained and improved over time to forge a comprehensive argument.

2013: Hands-on, industrially focused experiential learning coupled with online learning activities are first implemented (PHASE 1 & 2)
- Students immediately respond positively indicating outstanding learning outcomes from these activities

"The ▮▮▮▮ workshops were excellent in providing students a taste of the type of work involved in design and manufacturing industries." – 2014 Student

2015: New approach to improve learning and engagement at lectures begins (PHASE 3)
"Really engaging lectures, (the only one I genuinely look forward to each week instead of watching the recording)." – 2018 Student

2016: Flipped workshop introduced into lecture series using active learning tools (PHASE 3)
- Students value the blended integration with lecture theory

"The 2-hour lectures (where the second half is interactive and not recorded) is probably the best approach I've experienced at uni." – 2016 Student

Continuous refinement that now results in **>95% of students** highly valuing the course

Pre-Transformation

Poor student experiences

Data obtained from formal student evaluation survey

PHASE 1 & 2 **PHASE 3**

Percentage of Student Cohort (%)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Enrolments:	225	235	266	240	261	282	253	217	207	239

● Students rating course as *Outstanding* or *Excellent*
● Students indicating that they "*learned a lot in the course*"

2017-2019: Continuous refinement of course in response to feedback
"*LOVED THIS COURSE!! Best course I have done so far.*" – 2019 Student

An interesting way to **combine different data sources** to forge a comprehensive argument by using amalgam of institutional data as trends, supported by scholarly works and market research.
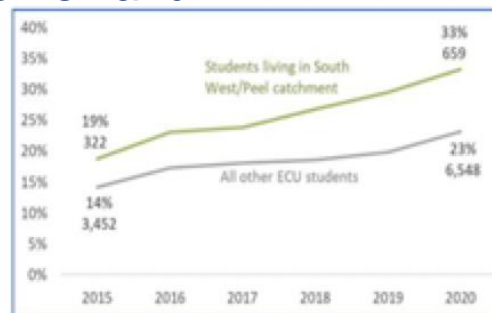
...a higher and steadily increasing proportion of ... students who are located the ▬▬▬▬ regions are studying online by comparison to ... students who are located in metropolitan areas (see Figure 1). This trend is underpinned by the growing availability of fully online courses offered by the university, which supports widening participation in tertiary education for regional and remote Australians. However, there is generally a higher attrition rate amongst online students, with one study (Stone & O'Shea 2019) reporting a 46.6% completion rate for online students compared to a 76.6% for oncampus students. Moreover, market research commissioned by ... into online learners in the ▬▬▬▬ area (104 kms south of ▬▬▬▬) found that for many of these students' online study is a not a preference but a necessity (ThinkTribe, 2017). ... regional online students additionally face complex situational factors that complicate their capacity to successfully engage in tertiary studies. Analysis of data collected from students who attended ...(all of whom were enrolled as online students) shows that 83% of the cohort are mature age females. While online study provides these students with the flexibility, they need to overcome challenges related to geographic location, part or full-time work, and family commitments, they nonetheless still need to manage the competing priorities that attend returning to study as a mature-age student while juggling the responsibilities of paid work, family and their own physical and mental health. In short, the accessibility of online education is necessary but not sufficient for improving higher education attainment rates among regional Australians.

EVIDENCE B: GAINED RECOGNITION FROM COLLEAGUES, THE INSTITUTION, AND/OR THE BROADER COMMUNITY

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Length of Impact	Sustained impact over a long period with application to large classes (150+)
Width of Impact	Recognition by Institution and outside Approaches adopted by other areas of the University
For highly recommended	Adoption of techniques or practice at other institutions nationally and /or international, and data from these

EVIDENCE C: SHOWN CREATIVITY, IMAGINATION OR INNOVATION

Evidences the authenticity of the assessment and uses unsolicited feedback

Thirdly, our Inquiry Learning Experience has equipped students with the legal research and writing skills that they need throughout their ▮▮▮▮▮▮▮▮ practice.

'The research skills that we learnt … were invaluable. … I have literally used these skills on every single assignment since completing the Inquiry Learning Experience.'
Unsolicited email from a student in 2016, reflecting on their experience ▮▮▮ in 2015.
'Currently I am working part time at a Barristers Chambers, and recently have started to do legal research for some of the barristers here. I just wanted to email you and say that what you taught last year was really worthwhile and has helped me a lot.' (Unsolicited email from a 2014 student.)

Evaluation practices	Shows reflection in teaching and implementation
	Use of attrition and retention data
Assessment practices	Adoption of authentic and developmental assessments

Evidences the the valuable formative assessment strategies and uses anonymous feedback

Figure 1. Proof-of-concept serious mobile game for ▮▮▮▮, by *Illuminate Games* team, 2016

Figure 1. Lifeguard training videos for ▮▮▮▮ by *Videomaters* team, 2018

Figure 3. Social narrative digital video for ▮▮▮▮▮▮▮▮ by *Mode Media* team, 2017

Since 2014, I have produced an annual dossier to record projects and promote the opportunity to organisations. As of 2019, students have been engaged to complete 62 community projects, with outcomes including: content management system web sites; mobile application proofs-of-concepts; serious digital game prototypes; social media campaign planning and content; educational, documentary, promotional and music videos including 2D and 3D animations; virtual tour productions; augmented reality audio media; interactive training modules; podcast media; and, special-purpose image library production. Some of these are illustrated in Figures 1, 2 and 3.

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Evidences valuable reflective data locally and nationally

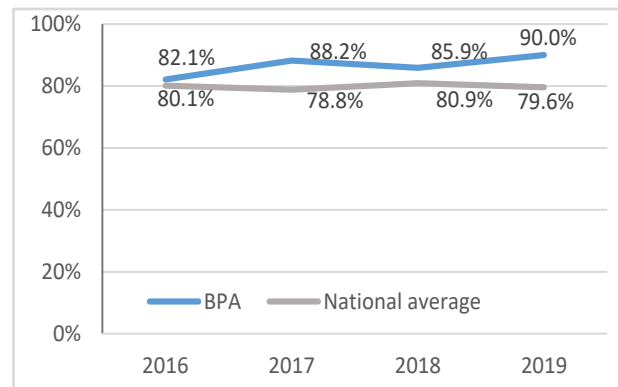***Reflective teaching practice:*** Feedback and critical reflection forms part of my ongoing practice. Each change made to the course is done in consultation with students through the university's formal student evaluation instrument, targeted 'pulse' surveys and focus groups, and with staff through peer review, staff meetings, School Committee on Teaching and Learning, and consultation with staff in the Centre for Learning & Teaching. Each change is monitored for impact upon the student experience and success. From 2015 to 2019 the mean overall satisfaction with teaching is 82 with 96% agreement, compared to a School mean of 69 with 88% agreement and ████ s mean of 61 with 84% agreement (████ s formal student evaluation). Moreover, student overall satisfaction with the BPA from the national Student Experience Survey (SES) is **higher than the national average** for undergraduate creative arts, and steadily increasing (Figure 1).

Figure 1 BPA Overall Satisfaction (SES data) vs national average

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The evidence of drawing on scholarly literature from both the discipline and pedagogy to **inform developments of initiatives, programs and practice**, is completely to the point and convincing, successfully avoiding the type of loose or overly-general referencing that can detract from the points being made. The approach is exemplary evidence-based pedagogy demonstrating an obvious passion and commitment to innovation.

The problem is: meta-analyses have shown rewards and punishment *reduce* long-term engagement in sport, exercise, and education.[1] As a result, students would likely go into the workforce with antiquated knowledge that was largely ineffective…The evidence-based practice framework supports decision making using both clinical experience and client values and preferences. It is easier to understand these preferences when practitioners have strong interpersonal skills and respect for the client's motivating drivers.[2] …[I] developed new assessments that aligned with those expectations[3]: a case study with an exercise prescription, and a video demonstrating their interpersonal effectiveness with a client.

Reference List

1. Deci, E. L., Koestner, R. & Ryan, R. M. Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Rev. Educ. Res.* **71**, 1–27 (2001).

2. Ryan, R. & Deci, E. *Self-Determination Theory: Basic Psychological Needs in Mo8va8on, Development, and Wellness*. (The Guilford Press, 2017).

3. Biggs, J. B. & Tang, C. *Teaching for Quality Learning at University: What the Student Does*. (McGraw- Hill Education (UK), 2011)

EVIDENCE D: DRAWN ON THE SCHOLARLY LITERATURE ON TEACHING AND LEARNING TO INFORM THE DEVELOPMENT OF INITIATIVES, PROGRAMS AND/OR PRACTICE

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The evidence from a creditable scholar that the nominee team were in fact correctly and **effectively implementing the selected initiative**. Because it shows that their practices actually were drawn from the scholarship of teaching/learning. The evidence in the text shows that at least some of the students achieved outstanding learning outcomes.

Secondly, the quality of the research projects produced in our Inquiry Learning Experience has markedly increased, compared with research essays submitted by students pre-2014. Beyond our own observations, this quality is demonstrated by our top students being accepted to present at Undergraduate Research Conferences and (as first years!) winning prizes ahead of Honours and final year students. Professor Mick Healey, an international expert in inquiry learning, judged some of these teams and observed:
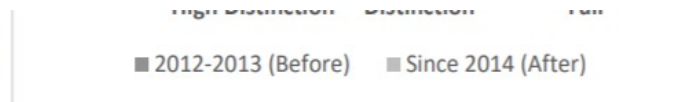
'I heard two groups of first year students present. If I had not been told, I would have thought they were final year undergraduate or postgraduate students. The exceptional quality of their presentations were a testament to Matthew's outstanding mentorship and facilitation skills. One of the groups deservedly won the award to participate in the Australian Conference on Undergraduate Research and the other won the prize for the best oral presentation from Level 1 students.'

	2012-2013 (Before)	Since 2014 (After)

Scholarship of T&L Literature	Demonstration of a well-developed understanding of the scholarly landscape for Learning and Teaching
For highly recommended	The evidence of drawing on scholarly literature is to inform developments of initiatives, programs and practice, and to avoid the type of loose or overly-general referencing that can detract from the points being made.
	Demonstration of journal publications