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THE UNIVERSITY OF
WESTERN AUSTRALIA
Achieving International Excellence

Evidencing your Teaching

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Centre for the Advancement of Teaching and Learning (CATL)

Developing Your UWA Teaching Portfolio

	Purpose & Evidence	Mode of Reflection
<u>Level 1</u> Practice	The activity of teaching	<i>incidental, Ad Hoc.</i>
<u>Level 2</u> Evidence	Recording & collecting evidence of nature of your teaching, using multiple sources, e.g.: <ul style="list-style-type: none"> • Peers • Self • Student Learning • Student Reactions 	The basis for reporting, and the basis for reflection
<u>Level 3</u> Portfolio	To report on your teaching for: <ul style="list-style-type: none"> • Annual Review (PDR) • Study Leave Plans • Basis for continuing appointments To provide a summary & synthesis	Reporting of teaching achievements; some analysis of effectiveness; some reflection on growth and development of own teaching expertise
<u>Level 4</u> Presentation	For award submissions, A&P, applications etc, to: <ul style="list-style-type: none"> • Build a case for excellence • Use evidence in different ways for different purposes (supported by evidence) • Articulate your contribution to teaching, and your contribution to student learning within the discipline 	Higher levels of reflection; how you conceptualise teaching, your values and beliefs as a teacher, your philosophy of teaching; how this is achieved for students, and how it benefits their learning.

The Standard Descriptors

Teaching Criteria Framework: <http://www.catl.uwa.edu.au/tcf>

Lecturer (Level A)

A Lecturer develops an understanding of the student learning experience through contributions to teaching which include implementation of effective teaching practices, a commitment to improvement and innovation in response to feedback and the provision of support for students in the learning context

See <http://www.hr.uwa.edu.au/page/104220> for the Minimum Standards for Academic Level A

Assistant Professor (Level B)

An Assistant Professor demonstrates an understanding of the student learning experience through a commitment to high quality effective teaching practice, including the ability to incorporate research, scholarship and/or professional practice into teaching activities and a commitment to improvement and innovation in response to feedback

See <http://www.hr.uwa.edu.au/page/104220> for the Minimum Standards for Academic Level B

Associate Professor (Level C)

An Associate Professor demonstrates an understanding of the student learning experience through high quality effective teaching practice, including the incorporation of research, scholarship and/or professional practice in to teaching activities. An Associate Professor promotes and supports student learning through mentoring and leadership roles (formal or informal), including a commitment to the development of learning and teaching communities and ongoing improvement and innovation in response to feedback both personally and across the discipline

See <http://www.hr.uwa.edu.au/page/104220> for the Minimum Standards for Academic Level C

Professor (Level D)

A Professor supports and promotes student learning through a significant contribution in a leadership role, including a demonstrated contribution to the development of learning and teaching communities within the university and more widely and a significant role in peer review and mentoring. A Professor demonstrates an original contribution to the advancement of teaching and learning in the discipline and/or university community, including the incorporation of research, scholarship and/or professional practice in to teaching activities.

See <http://www.hr.uwa.edu.au/page/104220> for the Minimum Standards for Academic Level D

Winthrop Professor (Level E) / Professorial Fellow (Teaching and Learning)

A Winthrop Professor or Professorial Fellow (Teaching and Learning) supports and promotes student learning through an outstanding contribution in a leadership role, including a demonstrated contribution to the development of learning and teaching communities within the university and more widely and in peer review and mentoring. A Winthrop Professor or Professorial Fellow (Teaching and Learning) demonstrates distinguished, original and innovative contributions to the advancement of teaching and learning in the discipline and/or university community, including the incorporation of research, scholarship and/or professional practice in to teaching activities

See <http://www.hr.uwa.edu.au/page/104220> for the Minimum Standards for Academic Level E

The UWA Teaching Criteria Framework

<http://www.catl.uwa.edu.au/tcf>

Areas of Activity

1. Design and planning of learning activities and/or programmes of study
2. Teaching and supporting student learning
3. Assessment and giving feedback to learners
4. Developing effective environments and student support and guidance
5. Integration of scholarship, research and professional activities with teaching and supporting learning
6. Evaluation of practice and continuing professional development

Core Knowledge

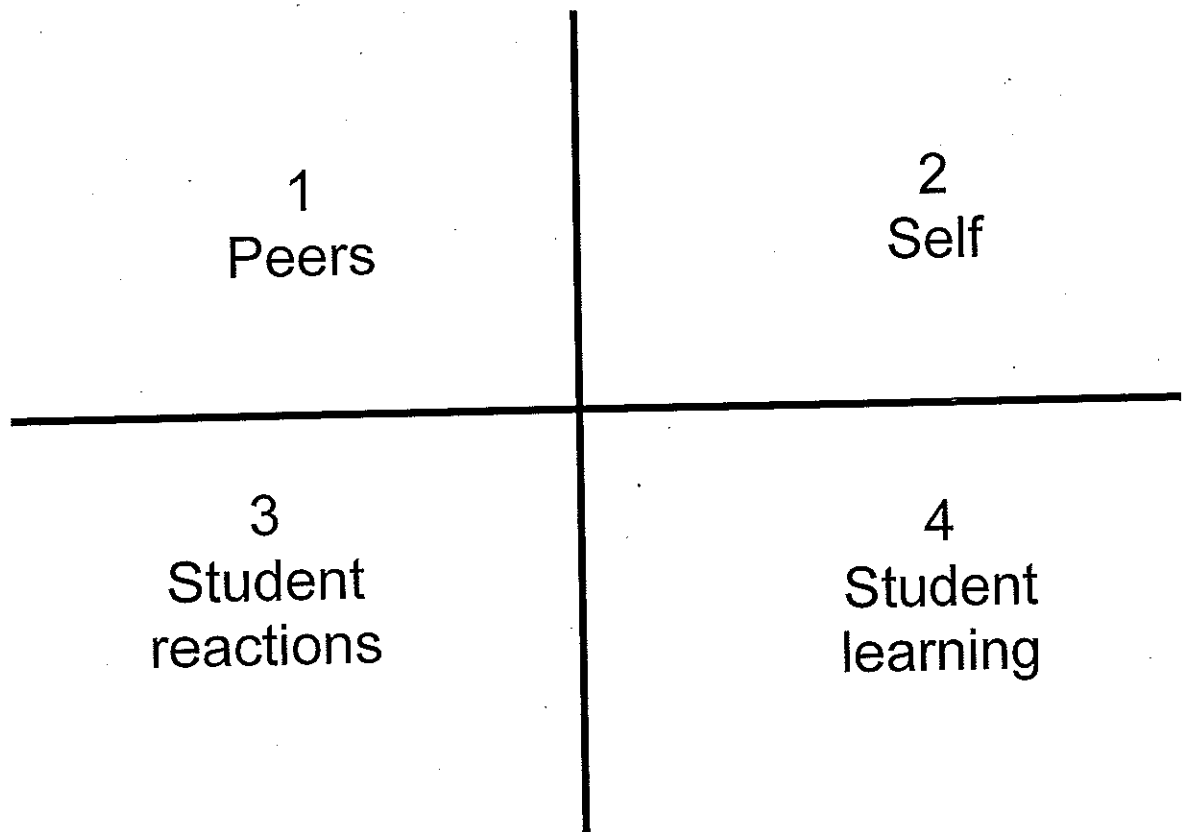
Knowledge and understanding of:

1. The subject material
2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
3. Student learning processes, both generally and in the discipline
4. The use of appropriate learning technologies
5. Methods for evaluating the effectiveness of teaching and learning
6. The ways that self-reflective practice, professional development, and ongoing evaluation of teaching can enhance professional practice

Professional Values

1. Respect for individual learners
2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice
3. Commitment to development of communities of learning
4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity
5. Commitment to continuing professional development and evaluation of practice
6. Commitment to extending understanding of cultural diversity and the global environment including understanding of indigenous knowledges

Sources of evidence to assess and improve teaching



1 Peers * Pick the ones you have capacity to demonstrate.
 eg. If not unit coordinator could say use the materials but can't demonstrate you developed them etc.
Range of evidence sources **Have / need to collect**

	Level of peer for purpose
1. classroom performance (face-to-face using observations/video) expected to demonstrate weeking peer review of teaching	- Proforma for classroom performance on UWA's CATL & T&L websites. - Important: Action of reflecting ***
2. course materials - WebCT site: can someone review them? - Other resources.	* Get Mauro to write something about intro lecture.
3. course content - More the subject matter, is it current, integrating research etc.	
4. assessment practices	- Head of school often quite good about assessment practices. - Need to show you helping students achieve the learning outcomes
5. scholarship of teaching Attending is one aspect. Invitations is another.	- Peer reviewed presentations @ forums. - Invited to present at CATL workshops - Invited to teach in industry, other unit, other units -> this all counts as peer review.
6. management of teaching SURF isn't enough for this, too general as qms are about <u>all</u> unit, <u>whole</u> teaching team etc.	- Hos/school manager are good to ask know about this. Absence of complaints is a good indication.
7. teaching and learning strategies - Are they innovative? How do we know they are innovative? Proactive? likely to engage students?	
8. leadership roles - Formal - serving on any committees? - What do you do on it? - Informal - unit coordinator. How proactive in organising stuff etc etc. - Being asked to take on roles.	* Get Ken/Mauro to write something about ANZFSS/RACI Chem Ed. * Mark with LTRF fund for WebCT project.
9. publications on teaching/scholarship	- Presenting at T&L forums. - Working in higher level journals etc.

* Nomination for teaching award is peer review/peer recognition of your teaching. Different levels: school, uni, national etc.

* Letters thanking for running workshops, guest lectures etc. This is all evidence of peer recognition.

2 Self

Range of evidence sources	Have / need to collect
<p>1. teaching journal</p> <p>Also note taking on things that worked, things that didn't work etc.</p>	
<p>2. teaching philosophy</p> <p>over time it changes... Need to continually refine. Never just re-edit. — Write & date it.</p>	<p>* Over time, when writing for promotion etc, it's a really useful thing to say "when I first started teaching I thought X; after some time I thought Y; now I think Z..."</p>
<p>3. self reflections, analysis & evaluation</p> <ul style="list-style-type: none"> - Expected to do this. - All about how you use the evidence to evaluate teaching. - The journey is important. 	<p>I asked the students mid-semester these 4 q's & in response I did... My lowest SPOT scores are for this. Now I've been working on this to improve. SPOT scores go up.</p>
<p>4. reflective course memo</p> <ul style="list-style-type: none"> - At end of semester, will write some key points about the course and how it went. - can pass on to next person 	<p>* which shows collegiality; Also shows leadership towards colleagues.</p>
<p>5. responsiveness to student feedback</p> <ul style="list-style-type: none"> - Broadly defined. Even includes body language. - Also telling students how you've changed from last yr to this yr. 	<p>* even telling them you will be seeking feedback from them so you can keep improving.</p>
<p>6. publications & presentations</p> <ul style="list-style-type: none"> - Just claim these. ↳ if peer reviewed mention that also. 	
<p>7. leadership roles</p> <ul style="list-style-type: none"> - Just claim these. - Also useful to actually indicate what you did. 	<ul style="list-style-type: none"> - Also includes mentoring people. ↳ includes sessional tutors. Do you support them over an extended period. - Do you do student advising?
<ul style="list-style-type: none"> - Do you do stuff in your class to help students talk & meet with each other? 	<ul style="list-style-type: none"> - Do you do anything in terms of the first year experience?

* If students feel like the belong & are a member of a community, they will stay ⇒ WebCT discussion board?

There are some qtns on students as learners so can use that to discuss how you promote learning.

3 Student reactions

Range of evidence sources

viewed as independent because it's anonymous.
Have / need to collect

<p>1. student evaluation of teaching (eg SPOT, SURF, SPORS)</p> <p>- Always do the same core set of qtns across all units, so that you can say I am improving/trending etc.</p>	<p>- Refer to specific items. i.e. don't just say I get good SPOT scores. Say on this item...</p> <p>- SURF useful for unit coordinator. Uni average is fine, good to be at.</p>
<p>2. student interviews (focus, nominal groups)</p> <p>- Don't need ethics to ask students. Is considered normal practice for evaluation on teaching & learning.</p>	
<p>3. informal class student feedback</p> <p>- Ad hoc basis: eg. get them to fill in form:</p> <ol style="list-style-type: none"> 1. One thing I am enjoying 2. One thing I am finding difficult 3. One suggestion for change 	<p>Important that <u>always</u> remember to report back to students <u>how</u> you are taking their feedback on board.</p> <p>- Can do online survey through WebCT → <u>but</u> not anonymous.</p>
<p>4. course and or student experience questionnaire (CEQ, AUSSE) etc</p> <p>Only if course coordinator of the <u>whole</u> 3-5 yr course.</p>	
<p>5. unsolicited student feedback</p> <p>Can be complimentary or can be non-complimentary and used to talk about change to teaching practice.</p>	
<p>6. student logs and journals</p> <p>Student attitudes - if notice change in attitude over semester can use as documented evidence.</p>	<p>- This is all on their perception, so worth capturing some of it.</p>
<p>7. on-line feedback, anonymous</p> <p>- Through WebCT.</p>	

* Should be collecting SPOT's systematically AND one other source.

4 Student learning

The least done, but is actually the most important.

there are taxonomies

(John Biggs) you can use to score their learning



Range of evidence sources	Have / need to collect
<p>1. students' self-reported knowledge/ skill gained</p> <ul style="list-style-type: none"> - Students can say whether they have learnt stuff. - SPOT database contains qns on what they have learned. 	<p>- Get them to write their understanding about a core concept before you teach it. 'What do you know about X' date it. Do same thing at end of semester. Get them to critique their own learning.</p>
<p>2. rates of attrition, failure, progression to honours/postgraduate</p> <p>Rates of attrition is hard as there are a number of factors that can affect this</p>	
<p>3. course identification and evaluation of generic skills/outcomes/attributes</p> <p>↳ should be 'course experience questionnaire'</p>	
<p>4. student work - assessment, thesis, projects</p> <p>Tricky if you have marked their work. If they have been independently marked, that's OK.</p>	
<p>5. employer/workplace feedback</p> <p>If people are doing practicums. What are they saying - how prepared were the students, how</p>	<p>↳ did they perform, did they have the skills you thought the students should have gained in the course etc. Be pro-active.</p>
<p>6. approaches to study</p> <ul style="list-style-type: none"> - There are surveys you can give students to see how they learn. ↳ Administer at start of semester & again at end. 	<p>↳ If any of the students move towards a deeper learning, report this as it's good.</p>

*On the CATL website, under the 'UWA Teaching Criteria Framework'!

Activity 1: Design and planning of learning activities and/or programmes of study

Development and preparation of learning resources and materials for a unit of study; Unit coordination; Involvement in curriculum development for larger programmes/majors and courses.

Example Sources of Evidence	Example Types of Evidence	Evidence I have collected
<p>Unit materials (or other relevant resources) which demonstrate:</p> <ul style="list-style-type: none"> • appropriate and varied use of learning activities • a creative and innovative approach to teaching • effective structuring of learning • an understanding of how the content fits in to a wider curriculum /course • a scholarly approach to curriculum design <p>Effective unit coordination including:</p> <ul style="list-style-type: none"> • effective preparation of tutors • organised, well prepared unit and resource materials • effective management of teaching teams <p>Contribution to curriculum development / review</p> <p>Contribution to leadership in the design and planning of learning activities through one or more of the following activities:</p> <ul style="list-style-type: none"> • Leadership of curriculum development / review • Peer reviewer or mentor to a colleague in the area of unit development • Programme or course (or equivalent) coordination 	<p>Peer review of learning materials, learning activities, and curriculum</p> <p>Benchmarking of a unit or program against similar units or programs</p> <p>Use of learning materials by others (either within the university or externally)</p> <p>Letters from Chairs of relevant curriculum committees or equivalent detailing contribution</p> <p>Formal student feedback (e.g. SPOT, SURF) relating to the unit design, learning activities, and organisation in the unit of study</p> <p>Nomination for a teaching award for a programme or curriculum</p> <p>Formal feedback from members of teaching teams (clinical teachers; tutors) relating to management; student feedback relevant to the management of a teaching team</p> <p>Feedback from staff who you have had a significant role in mentoring</p>	

Sources and Types of Evidence marked in bold may be more appropriate for staff at the associate professor or professor level, and may not be relevant for early career staff; however, this will differ between disciplines

Activity 2: Teaching and supporting student learning

Quality of teaching, (including teaching by flexible delivery, clinical teaching, placement supervision, studio teaching etc.); Supervision of honours and research higher degree students

Example Sources of Evidence	Example Types of Evidence	Evidence I have collected
<p>Range, level, and type of teaching (including supervision)</p> <p>Evidence of:</p> <ul style="list-style-type: none"> • use of a student centred learning approach • a creative and innovative approach to teaching • collaborative teaching approaches • self-reflective teaching practices <p>Evidence that chosen techniques are:</p> <ul style="list-style-type: none"> • successful in supporting student learning • appropriate to the learning context <p>Evidence of contribution to the development of staff through mentoring relationships, peer review or teaching teams</p>	<p>Peer feedback on teaching and supervision practices</p> <p>Formal student feedback (e.g. SPOT, SURF) relating to class room/supervision/teaching practice</p> <p>Informal, unsolicited student feedback</p> <p>Workplace feedback on students' preparation and performance on placement /clinical settings</p> <p>Nomination for a teaching award</p> <p>Formal feedback about your role as a mentor or reviewer from peers</p>	

Activity 3: Assessment and giving feedback to learners

Design and execution of assessment tasks, aligned with student learning outcomes; and the provision of appropriate feedback to students

Example Sources of Evidence	Example Types of Evidence	Evidence I have collected
<p>Contribution to the development of reliable and valid assessment tasks</p> <p>Assessment tasks are clearly aligned with learning outcomes of the unit, course and UWA educational principles</p> <p>Provision of:</p> <ul style="list-style-type: none"> • clear criteria and guidance on assessment tasks • timely, explanatory, diagnostic feedback <p>Considered use of:</p> <ul style="list-style-type: none"> • a variety of assessment tasks (formative and summative) • types of assessment to facilitate students' full demonstration of their learning • flexibility for individual students and sensitivity for diversity, disability <p>Evidence of academic leadership in assessment through one or more of the following activities:</p> <ul style="list-style-type: none"> • Contribution to the development of capstone experiences; student learning outcomes for a major/programme; graduate attribute statements etc. • Contribution to or leadership of a moderation exercise • Acting as a mentor or peer reviewer in relation to assessment 	<p>Formal student feedback (e.g. SPOT, SURF) relating to assessment tasks and feedback.</p> <p>Examples of students' work; examiners' reports for postgraduate students; independently marked or moderated student work and/or data which demonstrates student learning</p> <p>Research student completions</p> <p>Tests of student learning which show evidence of students adopting a deep approach to learning eg SSQ</p> <p>Excerpts from unit materials relating to assessment and feedback</p> <p>Formal feedback from the course coordinator or equivalent about your role as a mentor, reviewer, moderator of assessment etc.</p> <p>Peer review of the quality of assessment tasks and level of learning specified</p>	

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Activity 4: Developing effective environments and student support and guidance

Activities relating to the creation of an engaging learning environment for students, including the development of learning communities and strategies used to account for and encourage student diversity]

Example Sources of Evidence	Example Types of Evidence	Evidence I have collected
<p>Demonstrated effective practice (in curriculum development and class room practice) in:</p> <ul style="list-style-type: none"> • Cultural diversity • Principles of equity • Indigenous studies • Promotion and support of student engagement • Development of learning communities • Respect and support for the development of students as individuals • Supporting students with special needs <p>Providing guidance and support outside of the formal classroom environment</p> <p>Demonstrated engagement with a number of learning and teaching communities (formal or informal) within or external to the university, academic leadership of such communities</p> <p>Formal role in relation to the provision of student advice</p>	<p>Formal student feedback (e.g. SURF, SPOT, AUSSE) relating to engagement and diversity</p> <p>Informal, unsolicited student feedback</p> <p>Feedback from members of learning communities</p> <p>Contribution to wider student, course, faculty, university and community based activities</p> <p>Contribution to student advising, mentoring</p> <p>Feedback from students and peers relating to role as a student advisor or equivalent</p>	

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Activity 5: Integration of scholarship, research and professional activities with teaching and supporting learning

A Teaching and Learning research incorporated in to teaching practice

Example Sources of Evidence	Example Types of Evidence	Evidence I have collected
Evidence of: <ul style="list-style-type: none"> • Teaching and learning scholarship in the practice of teaching and curriculum development • Publication in teaching and learning • Self-reflective practice • Classroom research 	Publications, conference participation relevant to teaching and learning research Research indicators relating to research in teaching and learning Membership on a successful team, or individual success, in applying for Awards, Grants, Competitive funding related to teaching and learning (eg. ALTC and UWA teaching awards, fellowships, grants); outcomes of projects	

B. Inclusion of discipline based research in to curriculum

Example Sources of Evidence	Example Types of Evidence	Evidence I have collected
Evidence of the use of innovative and recent research in curriculums and teaching activities Contribution to the development of new curriculum which incorporates recent research across a course/programme Promotion of the teaching/research nexus within the discipline	Excerpts from unit materials relevant to the incorporation of current research in to teaching activities Peer Review of teaching materials which demonstrate engagement with the teaching/research nexus Peer review of curriculum materials	

Activity 5: Integration of scholarship, research and professional activities with teaching and supporting learning (cont.)

C. Research-led teaching (incorporating authentic research experiences)

Example Sources of Evidence	Example Types of Evidence	Evidence I have collected
<p>Evidence of Research-led teaching in curriculum design and teaching practice</p> <p>Undergraduate honours supervision</p> <p>Coordination of honours programs</p>	<p>Excerpts from unit materials demonstrating the use of research techniques in undergraduate teaching</p> <p>Peer Review of teaching materials</p> <p>Honours student completions/grades</p>	

D. Inclusion of discipline based research in to curriculum

Example Sources of Evidence	Example Types of Evidence	Evidence I have collected
<p>Work-based learning activities</p> <p>Integration of industry partnerships in to teaching</p> <p>Coordination of discipline / program based programs in work-based learning</p> <p>Development of partnerships with industry at the discipline / school level</p>	<p>Feedback from industry partners</p>	

Sources and Types of Evidence marked in **bold** may be more appropriate for staff at the associate professor or professor level, and may not be relevant for early career staff, however, this will differ between disciplines.

Activity 6: Evaluation of practice and continuing professional development

Evaluation including: reflective self evaluation, assessment moderation, other evaluations of student learning; Use of student surveys and peer review to inform personal and professional development; Systematic evaluation of curriculum; Professional development activities

Example Sources of Evidence	Example Types of Evidence	Evidence I have collected
<p>Systematic participation in continuing professional development in teaching</p> <p>Self-evaluation of practice using a range of sources of evidence, particularly in relation to new or innovative practices</p> <p>Feedback is used to enhance teaching practice</p> <p>Evidence of the quality of student learning is consistently sought and acted upon</p> <p>Contributions to the professional development of others (e.g. mentoring, participation as a peer reviewer)</p>	<p>Teaching Qualifications or completion of other teaching development programmes</p> <p>Self-Reflective memo/journal; teaching portfolio. Examples of changes that have been made as a result of reflection, feedback.</p> <p>Interpreted results from student and peer feedback and excerpts from relevant unit material where this evidence has been used to change practice</p> <p>Results from tests of student learning and evidence of how they were acted upon.</p> <p>Examples of leadership and contribution in professional development and evaluation</p>	

Sources and Types of Evidence marked in **bold** may be more appropriate for staff at the associate professor or professor level, and may not be relevant for early career staff; however, this will differ between disciplines.

