OLT Workshop
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1. Excellence

Characteristics of excellent teaching

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<th>Excellent teachers have/are/do:</th>
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<td><strong>Area</strong></td>
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<td><strong>Discipline / subject</strong></td>
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<td><strong>Learning and Teaching</strong></td>
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<td><strong>Expectations of students as learners</strong></td>
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<td><strong>Support for students as learners</strong></td>
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<td><strong>Trust in students</strong></td>
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experiential learning and summative assessment of their efforts.

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<th>Reflection and evaluation</th>
<th>Institutional context</th>
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<td>• Systematically check their progress and evaluate their efforts.</td>
<td>• A strong sense of commitment to the academic community, seeing their own efforts as part of a larger educational enterprise.</td>
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<td>• Willing to confront own weaknesses and failings.</td>
<td>• Understand the context and mission of their institution.</td>
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<td>• Don’t blame the students for any difficulties encountered.</td>
<td>• Committed to teaching as a core scholarly activity integral to the educational, intellectual and social remit of higher education.</td>
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<td>• Authentic: find own genius by adjusting every idea to who they are and what they teach.</td>
<td>• Support and collaborate with colleagues.</td>
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<td>• Identify themselves as learners.</td>
<td>• Share and promote good practice.</td>
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<td>• Seek evaluative feedback from students.</td>
<td>• Proactively champion quality learning and teaching within (and beyond) their institution.</td>
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<td>• Establish measures to evaluate practice and to evidence student learning outcomes.</td>
<td>• Evaluate and adopt innovative approaches that promise to enhance learning.</td>
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<td>• Share ideas and reflect on practice and approaches with colleagues.</td>
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recognising her contribution to the institutional goal of improving student retention rates. The assessment results for her students customarily reflect a pattern of impressive in-depth subject knowledge, and a number of students who passed through the course have progressed to graduate and research studies in the subject area of the course.

Nancy’s department colleagues comment frequently on the enthusiasm her students display for the course and on her teaching innovations. On a number of occasions they have invited her to present her approaches and practices at departmental learning and teaching workshops. She also has showcased her engaged learning approach at two institutional seminars. Colleagues have encouraged her to author a number of articles outlining her approach, and one article published in a major disciplinary journal has been extensively cited. Moreover, disciplinary peers in two other institutions, who have provided research supervision to a number of graduates from Nancy’s course, have both provided unsolicited feedback complimenting her on the exemplary depth of subject knowledge her former students bring to their research candidacy.

1. Significant effects of Nancy's contribution include:

Undergraduates would say
______________________________________________________

as evidenced by
______________________________________________________

Graduates would say
______________________________________________________

as evidenced by
______________________________________________________

Colleagues in her department would say
______________________________________________________

as evidenced by
______________________________________________________

Institutional managers would say
______________________________________________________

as evidenced by
______________________________________________________

Disciplinary peers would say
______________________________________________________

as evidenced by
______________________________________________________

2. What commonalities (e.g. practice, resources, learning indicators) link the effects reported?
3. What are the stand-out effects? Do they align with what Nancy intended to achieve?

4. Taking Q.2 & Q.3 together: What factor (aim, approach, quality of achievement, innovation, or long term effect) best epitomises Nancy’s contribution?

5. So what particular focus does the answer to Q.4 suggest?

Note: Do formulate the focus in a short sentence (25 words max). Writing it down helps to ensure clarity and also will keep you on track.

Schematic structure of a focus statement

Substantive clause + Instrumental or result clause

'... (aim, activity) + by/through (instrumental)...'

or

'in order to (result)...'

Examples:

- [Natural and Built Environments]: Facilitating proficiency in creative and sustainable approaches (substantive) that prepare students for contemporary industry practice (result).
- [Medicine]: Building competency for clear communication with patients (substantive) in order that students may develop as effective diagnosticians (result).
- [Librarians]: To enrich student knowledge acquisition and use (substantive) by facilitating confident and discerning information-seeking behaviour (instrumental).

3. Evidence (next page)
## The 4Q Evidence Model


### Q1. Self-Reflection
- Teaching journal
- Teaching philosophy
- Interaction with SoTL literature and pedagogical theory
- Critical self-reflection
- Development seeking behaviour
- Ongoing analysis and evaluation of evidence
- Feedback seeking behaviour
- Responses to student feedback
- Responses to industry/professional feedback
- Responses to peer feedback
- Responses to information from student counselling and intervention/assistance programs
- Performance reports
- Teaching journals
- Reflective course memo
- Teaching portfolio.

### Q2. Student Learning
- Students’ self-reported gains in knowledge/skills
- Students self-reported engagement with subject material and sense of achievement
- Lower rates of attrition and of failure to pass course
- Progression to honours/postgraduate levels
- Attainment of generic skills
- Student learning journals
- Student assessment results
- Criterion-referenced assessment results
- Student work-assessment, theses, projects
- Quality of portfolio work
- Employer/workplace feedback on student knowledge, competencies, skills
  - Graduate feedback.

### Q3. Peer Interactions
- Responsiveness to institutional mission policy, Learning and Teaching Framework
- Collegial input in course materials and content
- Collegial input in assessment and moderation
- Scholarship of teaching developmental activities and publications
- Peer review of classroom performance (as observed face-to-face/by video)
- Management of teaching
- Sharing of learning and teaching strategies
- Identification, developmental collaboration and trialling of new technologies
- Leadership roles
- Mentoring/coaching of colleagues
- Effects on approach and practice beyond specific context as described by colleagues, disciplinary peers, supervisors, tutors, reviewers and industry partners
- Industry expectations and feedback
- Professional associations – standards, accreditation, clinical requirements
- Institutional recognition: awards, promotion, and commendations from senior managers
- Sector/international recognition: awards, commendations; leadership in disciplinary, educational, professional and industry bodies.

### Q4. Student Experience
- Formal student evaluations of teaching and/or course evaluation instruments
- Student interviews (focus, nominal groups)
- Student engagement in learning communities
- Institutional data/research on student attraction, progression, attrition and retention
- Informal student evaluation (in class, course surveys, etc.)
- Unsolicited student emails and feedback
- Student logs and journals
- Opinions, comments, observations, posted online.
Sources of evidence of institutional recognition

- Institutional awards related to the nominee's contribution.
- Promotion on the basis of, or partly based on, the nominee's contribution.
- Written acknowledgement from senior management of nominee's success with reporting against measurable objectives and/or priorities in the institutional Learning and Teaching Strategy or plans.
- Written commendations from senior management or other senior staff acknowledging the importance or benefits to the institution of the nominee's contribution.
- Acknowledgements of the nominee's contribution recorded in the minutes of institutional Councils, Senates, Academic Boards and strategic management committees.
- Invitations to present papers or to showcase practice at institutional learning and teaching forums.
- Invitations arising from the nominee's contribution to advise or mentor staff in other areas of the institution.
- Extended, increased or additional institutional funding for the continuance or expansion of an approach, resource or program initiated by the nominee.
- Adopting the nominee's contribution as a benchmark for practice and/or performance within the institution.
- Special mention of the nominee's contribution in quality assurance reviews or other institutional reviews and reports.

Note on the “sustained” nature of the contribution

Evidenced of the sustained nature of the contribution is not simply evidence of longevity but also of an ethos of continued improvement. Such sustained development will be in evidence wherever evidentiary items corroborate causal relationships between the development over time of the nominee’s activity and measurably improved trends in the contingent student outcomes. Special attention might be given to adducing:

- Data collected from feedback seeking strategies and reiterative evaluation;
- Longitudinal quantitative data evidencing improvement in quality over time of given outcomes;
- Qualitative and quantitative data evidencing a chronology of challenges overcome and of subsequent highlights and achievements;
- Before and after testing practices linked to crucial stages of development;
- Described strategies over time for reflection in action (i.e. for evaluating practice and outcomes, identifying areas requiring improvement and ongoing reflection whilst implementing changes); and
- Qualified third-party testimony to the innovation, quality and/or improvement over time of particular approaches, activity and outcomes.