Griffith Awards for Excellence in Teaching 2019
Group Active Learning Awards category
Application Instructions and Checklist

The Group Active Learning Award category recognises active, authentic and collaborative approaches to learning that build students’ professional capability and confidence. These instructions provide guidance for nominees preparing applications in the Group Active Learning Awards category. Please also review the 2019 Griffith Citations and Awards for Teaching Excellence Guidelines before preparing your application.

Eligibility
The Group Active Learning Awards are open to all staff (academic and professional) who foster active, authentic and collaborative approaches to learning in their Academic Group. Please review section 6.2 of the Griffith Citations and Awards for Teaching Excellence Guidelines to check whether any previous award recognition affects your eligibility to apply.

Nomination requirements – Applicants must hold a current nomination to apply. Academic Supervisors or peers may nominate their colleagues via the online nomination form. You can also self-nominate via the online nomination form. Staff who have attained a Deputy Vice Chancellor (Academic) Commendation within the last two years are deemed to hold a current nomination and do not require a separate peer or self nomination to apply.

Application preparation resources

➢ Learning Futures Award and Grant Writing Modules: Writing applications for Griffith Awards for Excellence in Teaching

It is highly recommended that staff complete the Griffith Awards for Excellence in Teaching modules to guide their application preparation. The modules’ Award Resources section includes past successful application exemplars.

➢ Advice on eligibility criteria: contact Learning Futures via awards-sec@griffith.edu.au

Learning Futures staff can provide initial advice on eligibility criteria on request, prior to application submission.

➢ Mentors and Feedback on Draft Applications: contact your Group contact

Deans (Learning and Teaching) can provide an appropriate mentor on request for applicants from their Academic Group and peers who will be able to provide feedback on a final draft of an application. Contact details for each Academic Group are available via the Awards website (link above).

Key Application Information

Online nominations close: Monday 10 June 2019.

Due date: Applications must be submitted online by 5:00pm on Monday 15th July 2019.

Application Form: Use the Application Form template to complete your cover sheet and written statement (download from the Awards webpage).

Submitting your application: Submit your PDF application by completing the online form fields and uploading the two PDF files using the online submission form on the Griffith Awards for Excellence in Teaching website.

Compliance and eligibility confirmation and acknowledgement: The online form requires that applicants confirm that their application meets the compliance and eligibility requirements in accordance with the
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Griffith Citations and Awards for Excellence in Teaching Guidelines, and acknowledge that if the application does not fulfil all of these requirements that it will not be progressed for further consideration or evaluation. Applicants are advised to review the Application Checklist before submitting their application. The Application Checklist is in Appendix C to these instructions.

Note: Please check that you receive a submission confirmation email receipt. This is confirmation that your application was successfully submitted. Contact us via awards-sec@griffith.edu.au if you do not receive this confirmation email.

Assessment criteria
Nominees should provide a case addressing all of the following 3 criteria.

- **Criterion 1:** What approaches to active/authentic/collaborative learning do you employ to influence, motivate and inspire your students to learn?

- **Criterion 2:** What range and depth of evidence can you draw upon to demonstrate the impact of your practice and outcomes for your learners? (Nominees should incorporate relevant sources of evidence as per those listed in 6.10 Potential Sources of Evidence to substantiate claims made in the written statement.)

- **Criterion 3:** What has been the impact on your practice as an educator, your colleagues or the broader learning and teaching community?

Note: Appendix A to these instructions provides a list of examples (“this may include”) of the approaches and impacts you might address within your response to each criterion.

How applications are assessed (Higher Order Criteria)
All applicants for the Excellence in Teaching category are assessed on the basis of the nomination and the submitted application. The higher order criteria used by the Panels to evaluate applications are:

- **Strength of Evidence** the extent to which the claims for excellence are supported by the evidence provided;

- **Range of evidence** a range with different types of evidence provided;

- **Impact** evidence of positive impact on student learning;

- **A scholarly approach** evidence of applied scholarship or the applicant’s engagement with the learning and teaching literature and the application of that literature to their teaching practice;

- **Innovation** the degree of creativity, innovation and resourcefulness demonstrated; and,

- **Sustained effectiveness** evidence of sustained effectiveness over time:
  - Early Career, Active Learning and Innovative Assessment Awards: a minimum of 4 course offerings across a minimum of 2 years;

- **Recognition** evidence of recognition gained from fellow staff, the institution, the broader professional community, and/or the higher education sector.

Application structure and format
The application comprises a cover sheet, written statement and appendix of evidence. Applicants submit two separate PDF files as follows:

**File 1:**

- **Cover sheet**
  - completed cover sheet using the application form template (available from the Awards website).
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- application endorsed by the applicant’s Head of School/Department and Supervisor as indicated by their signatures on the cover sheet.

Written statement
- The 5 page (maximum) written statement should address all designated award-specific assessment criteria and present a succinct, well-argued case for excellence against those criteria, supported by a range of relevant evidence to substantiate claims.

- The written statement should include a one page (approximately) practice overview section. This should include a contextual statement about the applicant’s learning and teaching practice, a statement of the pedagogical approach that informs the applicant’s teaching practice linked to the learning and teaching literature, and a brief ‘summary of key claims’. For the Group Active Learning Award category, this should include the rationale for the intentional use of active learning in the applicant’s learning and teaching practice.

- Examples of student data, peer data and external benchmarking data sources that may be used as evidence to support claims are listed in Appendix B to these instructions (“Potential Sources of Evidence”). This list is not exhaustive.

- The evidence presented in the written statement should demonstrate that the contributions to student learning described in the application have been sustained for a minimum of 4 course offerings across a minimum of 2 yrs.

- For applications which focus on particular courses, the range of evidence presented must include SEC and SET data for all courses for which claims of excellence are made.

- Open Universities Australia, Griffith Online and School of Medicine Problem Based Learning evaluations may be used instead of/or to complement Griffith evaluations in circumstances described below).

Evidencing claims
The Evidencing claims of excellence for GLTC and GAET/Developing an evidence portfolio Guide (available as part of the Resources in the LF Award and Grant modules) lists a range of sources of evidence, how to gather it and how you might use the data to support particular claims against assessment criteria.

- The 5 pages includes a practice overview and excludes the bibliography/reference list). It should be written in the first person.

- Formatting prepared in type of at least 11 point Calibri font with 2cm margins, single line spacing. Smaller font sizes (9-10 point) may be used for Tables. Assessment criteria must be used as separate headings in the application. Hyperlinks may not be used in the application to refer to additional material.

References
Applicants must include two signed and dated professional references only (maximum of 1 page in length each) which are current for the trimester/teaching period in which the application is submitted, at
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least one of which must be from their Head of School. For staff in Group-based central roles, one reference must be from their Dean Learning and Teaching in place of Head of School. It is suggested that applicants provide their referees with a copy of their application.

File 2:
The File 2 appendix must include the following items only:

Appendix Index
- An Appendix Index to identifying the data appended should be prepared as a cover sheet to File 2 (maximum one page)

Experience@Griffith Individual Reports (SET and SEC)
- For applications which focus on particular courses, applicants must append evidence of independent practice evaluations in the form of copies of Experience@Griffith Individual Reports (quantitative data pages only) for all offerings of courses for which claims of excellence are made including both SET and SEC evaluation data where the applicant is the convenor or principal teacher of a course(s). Only Experience@Griffith Individual Report format will be accepted, with any qualitative data (student comments) pages removed.

- Open Universities Australia, Griffith Online and School of Medicine Problem Based Learning evaluations may be used instead of/or to complement Griffith evaluations in circumstances described below).

Curriculum Vitae – Academic Portfolio
- A Curriculum Vitae must be included for professional and sessional staff, and academic staff may submit either a Curriculum Vitae or Academic Portfolio. The curriculum vitae should not exceed three A4 pages in Calibri 11 point font. There is no limit on the length of Academic Portfolios. Teams are required to submit one additional page per team member.

Note: Please review the Guidelines, including 6.10 Application Compliance requirements, to check your application meets all of these requirements before submission.

Please also use the Application Checklist in Appendix C to these instructions to ensure your application will proceed for evaluation.
Appendix A: Group Active Learning Awards Assessment Criteria – with examples

- **Criterion 1:** What approaches to active/authentic/collaborative learning do you employ to influence, motivate and inspire your students to learn?
  
  *This may include:*

  **Active learning**
  - inquiring and analysing problems, discussing or teaching peers, reviewing and applying concepts, practicing and performing techniques and skills
  - implementing ‘review and reflect’ pauses and short peer discussions during lectures, inserting mini quizzes into videoed lectures, through to more extensive case studies and inquiry projects
  - use of technologies to intentionally drive active learning at scale

  **Authentic learning**
  - investigating real-life scenarios
  - applying theories to real-world problems
  - engaging in complex problem definition/analysis and/or problem solving
  - producing materials/performances/products relevant to industry/professional contexts
  - asking students to reflect on how an idea or concept is relevant to their lives, conducting basic case studies and role plays, engaging with visiting professionals, through to immersive simulations of practice
  - engaging in social enterprise & entrepreneurship
  - considering social, cultural, economic and environmental factors in personal, local, national & global real-world contexts
  - authentic assessment approaches

  **Collaborative learning**
  - contributing to virtual or face to face discussions, collaborating on tasks/assignments/projects, critical exchanges and justification of ideas, through to leading project teams
  - formal peer feedback processes/informal peer-help and peer-learning networks (e.g., study groups, social media)
  - use of social networking technologies to build internal course communities/engage with external professional communities

- **Criterion 2:** What range and depth of evidence can you draw upon to demonstrate the impact of your practice and outcomes for your learners? *(Nominees should incorporate relevant sources of evidence as per those listed in 6.10 Potential Sources of Evidence to substantiate claims made in the written statement.)*
  
  *This may include evidence that demonstrates:*

  - enhanced student engagement (students’ motivation and sense of purpose, inclusion and success of diverse student cohorts)
  - enhanced student learning outcomes (integration of theory and practice, higher-order capabilities such as critical thinking and problem solving, independent professional judgement and confidently adapting to change, capacity to work independently, resourcefully and resiliently)
  - strengthening students’ sense of connection, form and maintain effective working relationships and friendships, deepen understanding of themselves and others and build connections and knowledge networks that will help them academically, socially and personally.

- **Criterion 3:** What has been the impact on your practice as an educator, your colleagues or the broader learning and teaching community?
  
  *This may include:*

  - changes to your own practice as a result of implementing active/authentic/collaborative learning approaches
  - changes to your colleagues’ practice as a result of disseminating your active/authentic/collaborative learning strategies
  - any impact beyond your School, Group, the University.
Appendix B: Potential Sources of Evidence

Student data
- **student experiences/feedback** (e.g., an analysis of qualitative and quantitative SET and SEC results for courses and degree programs, Starting@Griffith, CEQ data, QILT, purpose-designed course surveys evaluating particular aspects of the student experience or innovations with content, pedagogy or assessment practices). **Note:** While student quotes are valuable sources of evidence, they should be strategically limited for illustrative purposes only, and should not be used as the exclusive data source against a particular criterion.

- **student behaviour/engagement** (e.g., as evidenced by attendance data, levels or patterns of participation and/or digital engagement by CourseAnalytics@Griffith data or other forms of digital data).

- **student quotes** (e.g., from SEC/SET data and/or emails). Student quotes should be kept to a bare minimum, used sparingly to highlight key pedagogical points, and should not be used as the method of describing one’s teaching practice. Over-use of student quotes is not regarded positively by Selection Panels;

- **student learning/outcomes** or the impact of your curriculum design and learning and teaching methods/pedagogy (e.g., retention data, improvements in patterns of grades/fails over time, improvements on particular assessment tasks, pre and post- testing of approaches to learning or student experience indicators related to [satisfaction, engagement, challenge etc.]);

- **graduate outcomes** (e.g., CEQ/PEQ (program satisfaction, quality of teaching, graduate employment), Graduate Outcomes Survey (GOS) data, Employer Satisfaction Survey (ESS) data, employment rates, starting salaries and satisfaction of employers, ISB data, feedback from field supervisors/placement staff, purpose-designed graduate student surveys);

- **awards or commendations** (e.g., DVCA/Academic Provost and Dean Commendations, percentage of students in SET evaluations nominating staff member for an award, previous Group Citation, GAET Award; professional awards);

- **student awards** (e.g., prestigious scholarships, institutional, national or international recognition);

Peer data
- **peer enhancement of teaching and learning** This data source is highly regarded by the University, and recommended for individual Award applicants. Several formal, disciplinary appropriate developmental processes are in place in the University to support this form of professional learning and development. For this data source to be accepted for award applications, one of the following University processes must be employed. The Peer Enhancement of Teaching (PET) process focuses on teaching development and improvement, while the Peer Assisted Course Enhancement Scheme (PACES) process focuses on course development and improvement (contact Learning Futures: k.mallitt@griffith.edu.au). The peer enhancement of Studio Teaching process in the Queensland Conservatorium focuses on teaching enhancement in the one-on-one performance teaching context (contact Professor Gemma Carey in the QCGU). Award applicants would need to provide a trimester of notice for participation in a peer review process. Peer evaluation documentation may be included as an attachment in the Appendix of Evidence;

- **learning and teaching grants** (e.g., reporting on resources developed and learning outcomes achieved);

- **peer recognition of excellence in teaching** (e.g., recognition from fellow staff, the School, Group, institution, professional community, and/or the higher education sector more broadly);

- **reflective analyses** Evidence of reflective practice should be integrated into the written application using data from a range of sources to inform a cycle of demonstrated continuous improvement (e.g., student, peer and/or other forms of feedback used to enhance course content and/or curriculum design and delivery).

External benchmarking data
- **peer reviewed publications** in the scholarship of learning and teaching (e.g., outcomes of innovations in courses or programs).

- Higher Education Academy Fellowship and Griffith Learning and Teaching Academy membership
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- **Scholarship in Learning and Teaching** - Applications are expected to demonstrate evidence of a scholarly approach to learning and teaching through engagement with the literature in relation to their teaching philosophy and practice. Publications in learning and teaching, are encouraged.
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Appendix D: Application Checklist

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<tr>
<th>ELIGIBILITY</th>
<th>Applicant confirmation</th>
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<tr>
<td>I am/the team is eligible for the selected award category (in accordance with 6.2 of the Guidelines)</td>
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<td>I hold a current nomination (nominations are valid for 2 years).</td>
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<th>APPLICATION COMPLIANCE</th>
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<tr>
<td><strong>FILE 1:</strong></td>
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<tr>
<td><strong>Cover Sheet</strong></td>
<td>First page of the Application completed as a cover sheet</td>
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<tr>
<td><strong>Supervisor and Head of School endorsement</strong></td>
<td>Supervisor and Head of School endorsement of my application obtained (cover sheet signatures)</td>
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<td><strong>Written Statement</strong></td>
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<td>▪ Includes a Practice Overview (approx. 1 page)</td>
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