



THE UNIVERSITY
of ADELAIDE

2021

STEPHEN COLE THE ELDER

APPLICANT WORKSHOP

adelaide.edu.au



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of ADELAIDE



Teaching Awards and
Commendations

Award Information

Stephen Cole the Elder Awards

- The Premier Teaching and Learning Award for the University
 - established in 1991
- **For highest achievers in teaching, support of teaching and supervisory practices**
 - What impact have you had? How do you know?
 - How should you present your evidence?



Awards Categories

- Excellence in Teaching and Support for Learning
- Excellence in the Leadership, Support and Enhancement of Teaching Practice
- Excellence in HDR Supervisory Practice



Stephen Cole the Elder Awards

- 4 awards available – usually one is given in each category and one other (\$8,000)
- If there is an outstanding application it may be selected for the Vice Chancellor and President's Award
(an additional \$2,000)



Eligibility

- academic or professional staff
- individual or team
- minimum 3 years employment at the university
 - previous recipients can reapply after 5 years
- HDR Supervisory Practice must be either a Mentor or Principal Supervisor A in the SCRS
 - Supervisors **assigned** to the Category of Principal Supervisor C who satisfy the minimum three year employment requirement may also apply



Selection Panel

- Pro Vice-Chancellor (Student Learning) - Convenor
- Director, Education Strategy and Teaching Excellence
- Dean of Graduate Studies (or nominee)
- Associate Dean (Learning and Teaching)
- HDR Convenor
- Previous Stephen Cole the Elder Award recipients



Assessment of Applications

- **Claims supported by evidence**
- Enhancement of the student learning experience
- Creativity, imagination or innovation
- Reflective writing – story telling



Selection Criteria

Excellence in Teaching and Support for Learning

1. Approaches to teaching and support for learning that influence, motivate and inspire students to learn
2. Development of curricula and resources that reflect a command of the field
3. Approaches to assessment and feedback that foster independent and effective learning
4. Respect and support for the development of students as co-creators and individuals
5. Scholarly activities that have influenced and enhanced learning and teaching

Selection Criteria

Excellence in the Leadership, Support and Enhancement of Teaching Practice

1. Distinctiveness, coherence and clarity of purpose
2. Approaches to support and/or leadership that influence, inspire and motivate others to enhance their practice
3. Breadth and depth or impact on colleagues



Selection Criteria

Excellence in HDR Supervisory Practice

1. Supervisor practices that support outstanding student outcomes
2. Support for the development of students as individuals
3. Support for the enhancement of student career development
4. Contributions to the development of excellence supervision practices within faculties or the wider University



Written application

- opportunity to describe activities and achievements
- address each of the selection criteria for the relevant category in turn
- should use a reflective approach
 - describe what you did and the impact it had on student learning
- support your arguments with evidence



Must use a variety of evidence including:

- Self-assessment, reflection professional development, and scholarship/publications
- Student and/or staff feedback (e.g. surveys and evaluations, unsolicited feedback),
- Student learning (e.g. assessment results, grade distributions, retention and completion data, learning analytics).
- Peer review



For HDR Supervisory Practice

- Must include a copy of their individual supervision dashboard from the Supervisor Classification and Reporting System (SCRS).
- Also consider including:
 - Examiners' reports which reflect on the quality of the theses submitted under their supervision, together with an indication of any Doctoral or Master by Research medals and/or Dean's Commendations for HDR Thesis Excellence awarded.
 - HDR publications and career outcomes



Your application

- **Application Form** (online in 2021)
- **Written Statement**
 - *not more than 8 pages, 11pt font*
- **Curriculum Vitae focus on L&T/Supervision**
 - *not more than 4 pages (+one extra per each team member)*
- **Optional supporting materials**
 - *not more than 4 pages*

Nomination and Application

- Nomination due by **Friday 3 September** (online)
- Applications due **Monday 25 October** (online)
- You will be notified of the outcome in early November
- Invited to present at the Teaching Excellence Showcase
– **Thursday 2 December** (F2F or online)



Teaching Excellence Showcase & Awards Ceremony

- Successful applicants invited to present their work at the Teaching Excellence Showcase on **Thursday 3 December**
- **Awards Ceremony** follows on directly after the Showcase
- Depending on current restrictions this will be delivered in a blended manner - F2F and live



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2021 Stephen Cole the Elder Awards for Excellence

Writing your submission



Developing an application – Questions to ask

- **Narrative**
 - What is your story?
 - How should you tell your story?
- **Evidence**
 - What impact have you had? How do you know?
 - How should you present your evidence?



Narrative – What is your Story?

- Stephen Cole awards typically tell the story of a person or team's impact over a longer period of time.
- In 8 pages, not all information can be included, so decisions need to be made about what to focus on.
- For a strong narrative, think about:
 - What is your 'hook'?
 - What are the themes of your story?
 - What context do you need to provide for your story's impact to be clear?



A strong application

- **the written application must stand alone**
 - *shouldn't need the supporting documents or CV to make your case*
- needs to show how your approach is more than what is considered good practice for university teaching
- has a clear sense of your own voice but is still clear and easy for the assessors to follow



Evidence – What is your impact?

- Evidence is a key component of an application, but it has to serve a purpose. There is no point in including evidence that doesn't support the claim you are making.
- **A variety of evidence is important**
- A Stephen Cole application should include evidence of impact outside of your particular teaching context, i.e. Faculty, University, National or International impact.



Useful Resources

- Visit the Teaching Awards section of the Learning and Teaching website
- View previous successful submissions



Using Evidence (Curtin)

- Try to weave the evidence through your account
- Make sure source of evidence is clear including number of students and response rates in for any set of quant data.
- Explain how you use the evidence and feedback to evaluate and improve your practice
- Try to select evidence that shows your sustained impact and long-term student learning outcomes
- Choose evidence that helps to support examples of your approach to teaching and how it impacts on student learning
- Try to select pithy examples of student feedback when used

A matrix for writing (UWS)

Context	Teaching philosophy
Claim	I use student-centred approaches to evaluate and develop curriculum because...
Example	I conducted student focus groups to inform re-design of unit in 2018....
Impact	Higher attendance and engagement in tutorials; better quality of assessments; increased SELTs
Evidence	SELTS scores and comments; comparison of grade averages before/after re-design



Key features of successful teaching awards (*Cynthia Nelson, Sydney Uni*)

- 1. Clear articulation of your aims with regard to teaching and significance of these aims**
 - provide broader context such as challenges and constraints of working in your discipline, subject matter, student demographic
 - aims/mission of your program, faculty, institution, discipline, profession or broader societal needs e.g. sustainability



Key features of successful teaching awards (*Cynthia Nelson, Sydney Uni*)

2. **A description of the teaching approaches or strategies that are in use and a brief explanation of their conceptual underpinnings**
 - use illustrative examples of what happens in your class/program/system
 - what are your key ideas of learning, teaching, knowledge that have shaped your practice – refer to scholarship/literature or key thinkers



Key features of successful teaching awards (*Cynthia Nelson, Sydney Uni*)

- 3. An account of the applicants key achievements and evidence of success**
 - use a mix
 - integrate it (don't just put it at the end)
 - make it clear what the evidence is saying/what point you are making with its inclusion
 - make it very clear if you were part of a team but the application is individual – what your contribution was
 - remember 'success' often means 'significant improvement'



Key features of successful teaching awards (*Cynthia Nelson, Sydney Uni*)

4. **Evidence of embedding good practice over time or of disseminating success beyond your course/student cohort/program**
 - you would usually need to have been collecting evidence for a sustained period to persuasively address the selection criteria
 - great if you can show you have attracted the interest of colleagues in your area/other areas/ faculties/disciplines/institutions/countries



Key features of successful teaching awards (*Cynthia Nelson, Sydney Uni*)

5. A clear focus and an effective structure

- be selective NOT comprehensive
- you need a clear overarching focus that thematically links parts of the application into a whole
- strong alignment between aims, strategies, evidence of outcomes
i.e. make it clear how what you are trying to accomplish fits with how you are going about it and the results you are getting
- usually introduce main focus early on then elaborate on it (rather than introducing new ideas with each sub-heading)



Key features of successful teaching awards (*Cynthia Nelson, Sydney Uni*)

- 6. Writing style suitable for people with broad interest in university teaching but limited knowledge of your disciplinary area**
 - try to avoid discipline specific jargon or if you need to use it briefly explain it
 - seek feedback from colleagues inside and outside of your discipline



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**Good luck and
happy writing!**