

Evidence checklist for Teaching Awards

Peers	Self	Student Reactions	Student Learning
<p><i>Consider a range of peers – senior, supervisor, reviewers, direct reports, colleagues...</i></p>	<p><i>Think about why you do what you do...and why it has the effect it has...</i></p>	<p><i>What do students tell you about your teaching and their learning?</i></p>	<p><i>What indicators of student learning attest to the success of your strategies?</i></p>
<ul style="list-style-type: none"> • peer review of teaching, course materials, course content, assessment practices • scholarship of teaching, publications • teaching and learning strategies • leadership and management roles • various levels of peers – senior, supervisor, reviewers, colleagues etc • recognition • uptake of ideas 	<ul style="list-style-type: none"> • teaching journal • teaching philosophy • self reflections, analysis & evaluation • responsiveness to student feedback • publications • leadership roles • innovations 	<ul style="list-style-type: none"> • student evaluations of teaching • student interviews, focus groups • informal class student feedback • formal surveys and questionnaires • unsolicited student feedback • student logs and journals • on-line feedback 	<ul style="list-style-type: none"> • students' self-reported knowledge/skills gained • rates of attrition, failure, progression to honours/postgraduate • grade distribution • evaluation of generic skills/outcomes/attributes • student work - assessment, thesis, projects • employer/workplace feedback • approaches to study questionnaire etc