Teaching and Learning Awards 2023-24

Teaching Excellence Award:
Guidance on completing the application form

This award recognises individual UCD faculty and staff in teaching roles for sustained commitment to teaching excellence and student learning.

Eligibility
Individual faculty and staff in teaching roles.

Important Note: Recipients of a 2021-22 College-level Teaching and Learning Award are not eligible to apply in this 2023-24 award cycle. Recipients of a University-level Teaching and Learning Award in any previous award cycle are not eligible to reapply at College or University level.

Please consult the UCD T&L Awards webpage for fuller details and FAQs about eligibility.

Adjudication Criteria - Teaching Excellence Award
1. Approaches to teaching and learning that engage, motivate and inspire students to learn;
2. Development and enhancement of curricula and resources that reflect a command of the field;
3. Significant impact on the quality of the student educational experience;
4. Leadership and influence at the level of discipline/college/university;
5. An ongoing commitment to critical enquiry and reflection to enhance teaching practice.

All five criteria should be addressed. You are not expected to provide evidence of excellence in all areas but should build a profile that highlights your achievements. The award focuses on a sustained record of effectiveness in relation to teaching and learning.

Your application should provide a reflective and evidence-based account of your teaching practice. In addressing the criteria, you should include appropriate **rationale** for the approaches you take and **evidence the impact and effectiveness** of your teaching practice. Your account should be based around carefully selected examples from your practice and should make clear **what** you do, **why/how** you do it and **how you know** that this is effective.

You are advised not to duplicate examples and evidence across the five criteria. The quality of the examples of evidence is more important that the quantity of examples that you

provide. Focusing on 'why' you took a particular approach and 'how you know' that it is effective will enable you to include the **evidence-base** that informs and underpins your teaching practice.

The adjudication panel will receive access to view your nominations; therefore, there is no need to quote the nominations directly in your application. Other forms of evidence should be incorporated into your application.

The maximum word count permissible for the combined responses to criteria one to five is 2000 words. The application is intended to be a text-based application. You may choose to include a table and or figure to illustrate a key point or present evidence, however, the total word count of your application includes all words and numbers including those presented in a table and or figure. The inclusion of weblinks is not permitted. These are considered supplementary information to the application and therefore should not be included. Failure to comply with the word count and or inclusion of web links may result in your application being deemed ineligible. This is in the interest of fairness to all applicants.

You may wish to use the list of examples below to identify areas/items that you feel that you could provide evidence of effective and impactful practice. Not all examples will be relevant to individual applicants, and you should not feel limited to the examples provided.

Approaches to teaching and learning that engage, motivate and inspire students to learn
   For example:
   – encouraging student engagement through a variety of active learning methods
   – contributing to the development of students' critical thinking skills, analytical skills and scholarly values
   – fostering student development by stimulating curiosity and independence in learning
   – inspiring and motivating students through the use of authentic profession/discipline specific problems, cases and/or examples
   – inspiring and motivating students through effective communication, presentation and interpersonal skills
   – adopting effective approaches to enhancing student learning through formative feedback
   – establishing mechanisms and structures for ongoing interaction with students
   – actively seeking, reflecting upon and responding to student feedback.

Development and enhancement of curricula and resources that reflect a command of the field
   For example:
   – demonstrating up-to-date knowledge of the discipline(s) and professional practices associated with the field in the design of learning activities, assessment tasks and resources

- communicating clear objectives and expectations for student learning that reflect a command of the field
- use of a range of appropriately selected and designed assessment methods
- development of educational materials (e.g. textbooks, learning objects, multi-media resources) that enrich teaching and learning
- developing learning environments and utilising technologies to support learning that align with those graduates will be expected to utilise in their workplace(s)
- integrating research into teaching and involving undergraduate students in the research process
- identifying and designing laboratory, field work, placement/internship and service-learning opportunities
- introduction of an entirely new area of teaching to the subject area
- significant and ongoing contribution to curriculum/programme development.

Significant impact on the quality of the student educational experience
For example:
- participating in the effective and empathetic guidance and advising of students
- commitment to widening participation and supporting all students to achieve their full potential
- responsiveness to the learning needs of culturally and linguistically diverse student groups
- engaging with students as partners in enhancing their educational experience
- creating and supporting opportunities for students to engage in co-curricular activities that support learning outside of the classroom
- creating and supporting student engagement in work placements, study abroad and service learning
- influencing the overall academic, social and cultural experience of a UCD education.

Leadership and influence at the level of discipline/college/university
For example:
- providing effective leadership in teaching and learning at the level of the discipline/college/university
- impactful programme management and leadership
- leading in the development of new programme or significant re-design of existing programme
- leading innovative learning and teaching for different contexts, including technology enhanced learning, for large and small class sizes and/or to meet the needs of a diverse student cohort.
- leading on the implementation of elements of the University's Education Strategy at the level of the discipline/college/university

- leading change initiative(s) to address identified issue/problem at the level of the discipline/college/university
- involvement in mentoring and coaching of others in relation to teaching
- influence on the teaching practices and pedagogies of others.

An ongoing commitment to critical enquiry and reflection to enhance teaching practice
For example:
- critical evaluation of your teaching and impact on student learning, based on student feedback and other evidence of students' experience of your teaching
- engagement with peers to evaluate, develop and enhance your teaching practice, e.g. peer observation, peer review, team/collaborative teaching activities
- engagement in reflective and evidence-based teaching approaches (drawing on the literature)
- successful introduction and evaluation of new teaching and learning approaches
- participation in and contribution to professional development activities relating to teaching and learning
- demonstration of the integration of approaches and perspectives from ongoing development in professional practice
- undertaking research or scholarship in teaching and learning of the discipline or higher education in general
- dissemination of one's pedagogical research through publications and/or conference proceedings
- editorial work in teaching and learning of the discipline or higher education in general.