

The selection criteria

- **Approaches to teaching that influence, motivate and inspire students to learn**

Which may include: fostering student development by stimulating curiosity and independence in learning; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills.

Be specific about what you do as a teacher to encourage student development of attributes relating to the criteria that are appropriate to your nomination, for example, through the application of research-led teaching and learning that arouses curiosity, and develops critical thinking and/or analytic skills. Specify explicit instances of what you implement as a teacher in order to motivate or facilitate quality students learning outcomes.

Evidence of your commitment to encouraging student engagement can include descriptions of ways in which you assist students to become comfortable with study, learning and teaching practices at Monash University; and/or components of the learning experience that develop independent learning, and/or develop scholarly values (such a critical inquiry, quality of argument, rigor of analysis, and adherence to ethical behaviour).

Give details of innovative delivery of course materials, for example problem or case-based learning, strategies for teaching large classes or diverse students. Provide evidence that supports your claim that your approach is innovative for the discipline or context or student cohort.

If your teaching context does not provide the opportunity to develop your own course materials, how do you ensure that your use of course materials is relevant to your students and their context?

- **Development of curricula and resources that reflect a command of the field**

Which may include: developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning.

Explain how you organise teaching/course material, why you take this approach and provide evidence that this is effective in enhancing student learning. Describe how your research and/or research in your discipline feeds into your teaching (for example, have you published a textbook in the field, developed an award-winning website?).

Explain what strategies you employ to ensure you maintain currency in your field and the ways in which you incorporate this in your teaching. Provide examples.

Describe how, in developing your curriculum, you make the objectives clear to students and ensure that they underpin the resources made available and your teaching/learning activities.

Evidence can include student survey responses and peer review of course materials and teaching (see Indicators below)

- **Approaches to assessment and feedback that foster independent learning**

Which may include: integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs.

Explain how your formative and summative assessment strategies facilitate the achievement of your learning objectives, including the ways in which you encourage students to take responsibility for their learning. Examples of your innovative approaches to assessment could include: creative and/or innovative formative and summative assessment strategies targeted at particular aims and objectives and the ways in which you use them to improve student learning; the ways in which you employ a variety of assessment tasks to accommodate the diverse student body and a range of learning styles.

Illustrate the methods you use to ensure timely feedback on formative assessment tasks. Show how these assist students to identify their current performance, the learning objectives, and guide them as to what they need to do to close the 'gap' in order to achieve the desired learning outcomes.

Highlight the ways in which you both trial and evaluate innovative assessment strategies in order to increase their effectiveness in improving the quality of student learning.

If you do not have the opportunity to design your own assessment tasks, what do you do to ensure that students are prepared for the demands of assessment? How do you ensure that feedback on formal assessment tasks is informative, timely for students and contributes to their learning? What do you do to ensure the provision of on-going feedback to students about their learning that is not associated with formal assessment tasks?

- **Respect and support for the development of students as individuals**

Which may include: participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate

and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education.

This could include ways in which you: assist students' with their orientation into study at Monash University; work with students in ways that are sensitive to their individual needs and perspectives; systematically review their progress in learning your subject; support students in making use of specialist services within Monash University; and/or offer educational guidance to help students succeed at Monash University as an international and multi-campus university. You might highlight initiatives you have undertaken with student to enhance internationalisation of the curriculum and/or address internationalisation as detailed in [Monash Direction 2025](#) , and the Monash Education Plan.

Describe the needs of particular equity groups whom you teach, how you respond to these, and how you employ inclusive pedagogical practices that take account of these differences. Demonstrate ways in which you assist students from equity groups to participate and achieve success in their courses in accordance with the [Excellence and Diversity Strategic Framework 2004-2008](#).

You could provide practical examples of how you recognise that patterns of student participation might be influenced by cultural and background factors; and/or determine and monitor differences in how students learn and study.

- **Scholarly activities that have influenced and enhanced learning and teaching**

Which may include: showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession.

Illustrate the processes you use to evaluate your teaching such as individual self-evaluation of teaching and learning. Show how you use these as part of the Monash Quality Cycle to enhance the quality of student learning.

Explain the activities in which you engage in order to continuously improve your teaching and explain how these affect your teaching and student learning. These could include: researching and writing about your teaching innovations and publishing in relevant journals or presenting at conferences so that your academic community can use and build on this work; attendance at academic development workshops to keep abreast of the latest ideas in teaching generally and in one's discipline/field; and/or participation in the Graduate Certificate in Higher Education.

Describe your participation in professional activities and research related to teaching. This may also include involvement in professional associations related to university teaching; the provision or organisation of professional development activities in your department, school

or faculty; and/or invitations as guest lecturer in your discipline to talk about your teaching innovations.

- **Indicators for each of the criteria**

These could include:

- MonQueST or other equivalent independent surveys of individual teaching staff. Results should be compared with faculty and university data;
- Unit Evaluations. Results should be compared with faculty and university data. Detail the roles of yourself and others if part of a team. Highlight improved unit evaluation results;
- peer review of teaching;
- peer review of course/unit materials;
- student testimonials;
- improved academic results of students;
- increased retention rates in the unit or course;
- increased participation rates of students from equity groups in the unit or course;
- participation in research on teaching;
- participation in professional development activities related to learning and teaching.

- **Evaluation of nominations**

In line with the ALTC Awards for Australian University Teaching, in evaluating nominations against the five selection criteria, the Vice-Chancellor's Teaching Excellence Awards Committee will take into account:

- the extent to which the claims for excellence are supported by formal and informal evaluation;
- the extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments; and,
- the information contained in student questionnaires, references and selected teaching materials submitted by the nominee.

The Committee will also be looking for evidence that candidates are putting their teaching philosophies into practice and that this is having an effect on student learning outcomes.