THE DEAN’S AWARDS FOR EXCELLENCE IN TUTURING

This award recognises and rewards the valuable contribution of tutors to promoting excellent learning opportunities for our students in the Faculty. A $2000 prize and certificate will be awarded to the recipient. The Dean reserves the right not to make an award.

Eligibility
Tutors who have been tutoring for at least two semesters or are currently tutoring for their second semester at the time of application are eligible to apply. This award applies to tutors teaching either undergraduate or graduate level subjects. Past recipients cannot reapply for this award within three years of its receipt.

Nomination
Nominations from any of following can be submitted to the relevant Head of Department for support: Self-nomination; Students; Peers; Faculty teaching staff.

Criteria
Applications for this award will be assessed on the basis of evidence that supports the applicant’s claims against the criteria. At least three of the four criteria must be addressed.

1. Actively engaging students in the tutorials
   In meeting this criterion, applicants are expected to include specific examples of providing students, individually or in small groups, opportunities to participate actively in tutorials by solving a problem; applying ideas, concepts or theories; evaluating data; relating to personal experience; listing advantages and disadvantages; critically analysing arguments in a case; comparing and contrasting ideas; and communicating ideas with peers.

2. Providing support to students
   This includes specific examples of giving support to students either via email replies to relevant questions, web-based discussions, and face-to-face consultations in class or during consultation times. The emphasis should be on support that directs students to achieve set learning outcomes, graduate attributes, discipline-specific and generic skills, such as helping students who have difficulties with assignments and helping first year students transition to studying in Melbourne.

3. Providing effective feedback on formative or summative assessment
   This includes specific examples of feedback given to students, offering suggestions to improve an ongoing piece of work or performance or a final assessment. The feedback can either focus on assessment of learning or assessment for learning. Examples can include the amount and quality of feedback given, its timing, how it was interpreted and used by students, and how it was perceived as relevant, meaningful and encouraging.

4. Motivating students to prepare for tutorials
   This includes specific examples of how tutors are able to make a positive difference in motivating students to learn, particularly developing the intrinsic motivation that allows students to become active learners. Areas can include: an inspiring and encouraging teaching approach, being enthusiastic, showing care for students’ learning, communicating clear expectations, rewarding successes, promoting collaboration instead of competition, and showing genuine concern for students and their personal interests.

Applications will be assessed on the basis of evidence provided to support claims against selected criterion/criteria. Selection will be based on the demonstration of excellence across selected criteria. Applicants should pay careful attention to the ways in which they present and argue their case and provide evidence.

Portfolio of Documents
Applications of no more than six pages (minimum 11 font Times New Roman and margins of no less than 1cm) to include:

1.
THE DEAN’S AWARDS FOR EXCELLENCE IN TUTORING

1. An application cover sheet, completed by the nominee and signed by the nominee and the relevant Head of Department;
2. Your teaching philosophy (i.e., what you believe as most important about your teaching) - one page;
3. The selection criterion/criteria chosen and how you address them – two pages;
4. Specific example/s of tutoring practices that support your claims against the selected criteria.
5. A letter of support from your Head of Department – one page.

Other supporting documents relevant to your statements against the selection criteria, which may include:
- A summary of your SES results;
- Written feedback on peer observation of teaching or WCLA teaching observation report;
- Written comments and feedback on your teaching practice from colleagues;
- Feedback from students;
- Personal reflections and evidence of using feedback to improve; and
- Evidence of excellence in teaching innovation and student learning (e.g. promoting active learning, working with small groups, effective questioning).

Selection Panel
The selection panel is drawn from the following representatives:
1. Deputy Dean (Faculty), or nominee
2. Deputy Dean (MBS), or nominee
3. Director, WCLA
4. Academic representative from Faculty Departments
5. Two learning associates
6. Previous Award recipient (when applicable)

Submission of Application
Applications should be submitted to fbe-wcla@unimelb.edu.au by no later than 5pm, 10th October 2016.

Support
WCLA provides assistance in preparing an application. Applicants are also encouraged to speak with colleagues in their departments and previous teaching award recipients.

Citizenship Expectations of Award Recipients
Award recipients are expected to contribute to the life of teaching and learning in FBE. They will be asked to:
1. Present a seminar for the WCLA that describes their teaching excellence;
2. Prepare a short case study about their teaching that can be displayed on the WCLA’s website;
3. Act as a peer mentor for teaching and learning applicants in the following years of the award; or
4. Be available as a member of the Selection Panel.

Enquiries. For all enquiries, and to make an appointment for application assistance, please contact: Sonia Puglielli (sonia.p@unimelb.edu.au)