

Application Guidelines

Faculty of Health and Behavioural Science

Student and Peer Recognition of Excellence in Education (SPREE) 2023

1. Purpose and Objectives

The Student and Peer Recognition of Excellence in Education (SPREE) allow peers and students the opportunity to recognise and reward individuals or teams who make a significant contribution to student learning in a specific area of responsibility.

This award may be considered a pathway to applying for a Faculty of Health and Behavioural Sciences Citation for Outstanding Contributions to Student Learning (COCSL).

2. Eligibility

2.1. General eligibility

- Peers and students may nominate academic staff, professional staff and sessional teaching staff, including staff involved in work integrated learning or clinical placements.
- Both individual and team nominations are encouraged (teams may be of any size).
- Cross-faculty, cross-school/unit or cross-discipline nominations will be considered.
- Online nominations must be submitted by completing a nomination template in the online application portal
- Previously unsuccessful nominees may be nominated again in future years.

2.2. Eligibility of previous recipients

- Previous winners of Faculty, UQ or National teaching awards are eligible to be nominated. The nomination should focus on significantly different achievements from the work that has been recognised by a previous award.

3. Procedures Statement

The Faculty of Health and Behavioural Sciences Student and Peer Recognition of Excellence in Education (SPREE) confirm the Faculty's commitment to recognise, encourage and reward individuals who make a significant contribution to student learning in a specific area of responsibility, and provide an opportunity for values and priorities in learning and teaching to be recognised.

4. Assessment Criteria

The nomination will be assessed on the evidence of the chosen assessment criterion and the extent to which it shows evidence of **pedagogical innovation and leadership** and that the nominee has influenced **student learning, student engagement or the overall student experience**.

Nominators are invited to **select one** of the following criteria, determined by the nature of the nominee's contribution to student learning. The text below each criterion is indicative of ways in

which the criterion might be demonstrated. Nominators should not feel limited by these illustrative examples.

Nominations will be **assessed on evidence provided** in relation to the selected criterion. The dot points under each criterion are examples only and are not meant to be an exhaustive list of possibilities.

Criterion One. Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.

- fostering student development by stimulating curiosity and independence in learning;
- participating in effective and empathetic guidance and advice for students;
- contributing to the development of students' critical thinking skills, analytical skills and scholarly values;
- assisting students from equity and other demographic subgroups to participate and achieve success in their courses;
- encouraging student engagement through the enthusiasm shown for learning and teaching;
- inspiring and motivating students through effective communication, presentation and interpersonal skills;
- demonstrating effective approaches to guidance of students during the planning of research projects;
- establishing structures for ongoing interaction with students;
- demonstrating innovative approaches in challenging and new teaching contexts (e.g. large classes, short courses, collaborative programs);
- developing and/or integrating assessment strategies to enhance student learning;
- demonstrating innovative use of formal and informal teaching and learning spaces;
- enabling others to enhance their approaches to teaching and learning.

Criterion Two. Development of curricula, resources and services that reflect a command of the field.

- 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;
- demonstrating innovative approaches to internationalising the curriculum or providing global experiences for students;
- demonstrating innovation in program design;
- enhancing the student experience through industry placements, internships and other practical work-based experiences;
- providing support to those involved in the development of innovative curricula and resources;
- contributing professional expertise to enhance curriculum or resources.

Criterion Three. Evaluation practices that bring about improvements in teaching and learning.

Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education.

- showing advanced skills in evaluation and reflective practice;
- using a variety of evaluation strategies to bring about change;
- adapting evaluation methods to different contexts and diverse student needs and learning styles;
- contributing professional expertise to the field of evaluation in order to improve program design and delivery;
- the dissemination and embedding of good practice identified through evaluation.

Criterion Four. Innovation, leadership or scholarship that have influenced and enhanced learning and teaching and/or the student experience.

- developing scholarly approaches to evaluation and improvement of teaching practice;
- participating in and contributing to professional activities related to learning and teaching;
- innovations in service and support for students;
- demonstration of skills in coordination, management and leadership of courses and student learning;
- conducting and publishing research related to teaching and learning;
- demonstrating leadership through activities that have broad influence on the profession;
- providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort;
- Influencing the overall academic, social and cultural experience of higher education.

5. Nominations

5.1. Assessing nominations

In assessing nominations against the chosen assessment criterion, the Selection Committee will take into account:

- The extent to which the claims are supported by formal and informal evidence;
- The extent of pedagogical innovation, creativity, or imagination;
- Influence on student learning and engagement, and the overall student experience.

5.2. Nomination details

Nominators are required to use the application portal to submit their online application. The submission should include the following:

- Written statement including a summary of the nominee's contribution and its specific context, and evidence addressing the chosen criterion (further details below)
- References (optional)

5.3. Written statement

The nomination should include the following:

Summary of particular contribution and its specific context

The summary (**maximum of 25 words**) should avoid jargon and outline the distinctive contribution of the nominee. The summary should inform the broadest possible audience about the nominee's contribution to student learning and the resulting impact on students.

Evidence addressing chosen assessment criterion

A statement addressing the chosen criterion providing evidence of the contribution (**maximum 400 words**), in which the nominator describes the nominee's contribution to student learning by addressing one of the assessment criteria. It is essential that the nomination includes evidence in the written statement to support the claims in line with the chosen criterion. Nominators should consider the following when writing the statement:

- The significance of the nominee's contribution (to student learning, engagement or overall experience);
- The creative, imaginative or innovative nature of the nominee's practice (irrespective of whether the approach involves traditional learning environments or technology-based developments);
- Ways in which the contribution been recognised by fellow staff, the Faculty/School, and/or the broader community;
- A broad range of credible evidence explicitly illustrating the impact of the nominee's educational practice; and
- Effective examples that clearly illustrate claims of student outcomes.

5.4. References

Nominations may optionally include up to three supporting references from other peers and students (past or current) of the nominee, providing their names and contact details. References must be no more than **50 words** each. If the nomination is for a team the references should apply to the team.

Applicants should upload their referees' statements (PDF format preferred, no more than 50 words in length) to the application portal by the application closing date. To facilitate the writing of the reference please provide your referees with a draft copy of your nomination before the due date.

6. Selection Procedure

Membership of the Award Selection Committee comprises the following:

- Teaching and Learning Manager, Faculty of Health and Behavioural Sciences
- Two members of Teaching and Learning Committee, Faculty of Health and Behavioural Sciences (nominated by the Associate Dean (Academic))
- A past recipient of a Faculty Teaching Award.

7. Presentation of Awards

The presentation of the Awards to the winners is made at the Faculty of Health and Behavioural Sciences Staff Awards ceremony on Thursday, 23 November 2023.