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Centre for Academic Practice, Trinity Teaching & Learning

**Trinity Excellence in**

**Teaching Awards 2023-24:**

**Preparing your Teaching Excellence**

**Application Form (TEA)**

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# Introduction

The scope of the Trinity Excellence in Teaching Awards is broad, covering all aspects of teaching, learning and assessment. Specifically, the Trinity Excellence in Teaching Awards aim to:

* provide recognition for outstanding teaching, learning and assessment in face-to-face, hybrid and online contexts.
* share best practice across College and encourage teaching staff to consider evidence-based approaches to programme design, delivery and assessment.
* reaffirm that curriculum development, teaching, learning, assessment and evaluation are important activities in College requiring high level expertise.
* encourage teaching staff to reflect critically on their teaching practice and how this impacts student learning.

The purpose of this resource is to guide you as you complete your Teaching Excellence Application Form (TEA). The TEA should be a critically reflective document that evidences your teaching excellence. Panel members will require examples that illustrate your points and will be looking for evidence of your impact on student learning. This resource details the questions asked in the TEA and, where appropriate, invites you to consider what you might include in your responses.

# Freewriting activity

Before you begin to complete your TEA, consider some ‘Freewriting’ prompts, a writing strategy that aims to unlock your thoughts and ideas. These are personal notes and will not be included in your TEA but may assist in highlighting what is important to you as a teacher and eliciting your key thoughts on student learning.

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| Prompt 1: How do I describe myself as a teacher?    Prompt 2: How would my students describe me as a teacher?    Prompt 3: How do I stimulate my student’s learning?    Prompt 4: Why do I think I have been nominated for this award?  Prompt 5: What do I believe about teaching?    Prompt 6: What do I believe about student learning?    Prompt 7: What makes me an excellent teacher? How can I evidence this?    Prompt 8: What impact does my teaching have on student learning? |

# Completing the TEAF

## Nominee

Please give your name, designation, discipline and email address.

## Teaching Commitments

Please provide information regarding your core teaching commitments throughout the academic year 2022-23. Include details of undergraduate and postgraduate research supervision, if applicable. Please include all teaching activities in order to demonstrate the breadth and depth of your teaching, using an additional sheet if necessary.

## Teaching Philosophy Statement (Max word count 300-500)

A Teaching Philosophy Statement (TPS) is a reflective statement that personally defines, discusses and exemplifies your approaches to teaching and to student learning. Consisting of a narrative description of your conceptualisation of teaching grounded in the scholarship of teaching and learning, your statement should articulate and evidence your sincerely held values and beliefs about teaching and learning. It should demonstrate alignment between your beliefs and your teaching practice and provide a rationale to the reader about the teacher you are and the teacher you want to become.

For further information, please see [Writing a Teaching Philosophy Statement.](https://www.tcd.ie/academicpractice/Assets/pdf/Academic%20Practice%20Resources/Writing_a_teaching_philosophy_statement_170521.pdf)

## Teaching and Learning Design, Delivery and Assessment (Max word count 700-1000)

In this section you are asked to consider:

* how you have contributed to the design, development, implementation and/or evaluation of high-quality curricula and resources
* your knowledge and use of effective pedagogies that engage and motivate students and enrich their learning experience

Reference should be made to evidence-based[[1]](#footnote-2) curriculum design, teaching and learning strategies and/or assessment, aligned to discipline needs, including any initiatives you incorporate to promote and enhance academic integrity. Within these areas, there is nothing prescriptive about what information you might provide. For example, you may refer to topics such as promoting student engagement, developing self-directed learners, facilitating interactive online classes, designing assessments, promoting research-informed teaching or blending face-to-face and online teaching strategies. The review panel wishes to know what makes your teaching and learning stand out in these areas.

When completing this section, consider the prompts below. Include in your TEA examples from your practice which you feel illustrate and evidence your excellence in teaching and learning.

* How do you develop your curricula? Are you influenced by particular models of curriculum design?
* How have you achieved excellence in learning design, delivery and/or assessment?
* How have you used the scholarship of teaching and learning to inform your practice?
* How do you blend in-person and digital teaching and learning strategies within your modules? Why/How are these strategies effective?
* What is the impact of your teaching on student learning?
* How do your teaching practices align to your teaching philosophy?

* How do you approach assessment for/of and as learning. How is it informed by the literature?
* What effects does your approach to assessment have on student learning?
* What is your approach to student feedback on assessment?
* How do you embed the development of skills and graduate attributes into your curriculum?
* How do you implement programmatic approaches to teaching, learning and/or assessment?
* Have you created effective resources for learning which are accessible, inclusive and sustainable?
* What is the teacher/student relationship you strive for and why?
* How do you engage students meaningfully in the learning process?
* How do you motivate students and support their ongoing learning journey?
* How do you create an inclusive and supportive learning environment which accommodates diverse backgrounds and learning preferences?

## Evaluation of Teaching and Learning (Max word count 300-500)

Evaluation is a key component of professional development that underpins good practice in learning and teaching. Evaluation of teaching involves collecting evidence, from various stakeholders, to reflect on and improve your teaching and student learning.

In this section the panel of reviewers wants to know how and why you seek feedback, and how you use it to improve teaching and learning.

You can obtain feedback and evidence about the quality of your teaching and student learning from many sources, including students, colleagues, peers, and through self-reflection. Learning analytics, or learner data can also be a useful source of feedback and evidence particularly in hybrid online learning contexts, providing an insight into student interactivity and engagement within your VLE modules.

* Consider the methods you use, both formal and informal, that you use to review your teaching, and your student learning. How do you use evaluation to sustain professional development in your teaching?
* How do you evaluate a programme, analyse your students’ learning needs, gauge the success of your face-to-face and online teaching activities, and investigate students’ experiences of your teaching?
* How do you seek feedback from your students to evaluate your teaching and learning? Give examples.
* How do you evaluate your student learning within the face-to-face and online classroom?
* What self-evaluation tools or strategies do you use?
* To what extent do you engage in reflective activities and how does it influence your practice?
* How do you use your peers to evaluate your teaching?
* How do you respond to feedback elicited and act on these evaluations?

## Professional Development in Teaching and Learning (Max word count 300-500)

As an educator it is important to continually reflect on your teaching and learning practice, and identify goals, resources, activities and opportunities for enhancing your practice. With this in mind, please consider your own professional development goals, directions and/or priorities relating to your teaching and learning practice. What steps have you taken to date to achieve these goals and to grow in your role as an educator? How have your professional development activities impacted on your teaching and learning practice to date?

Please detail activities that demonstrate:

* your sustained commitment to critical reflection; the scholarship of teaching and learning and ongoing professional development to enhance your teaching.
* your contribution to raising the profile of teaching excellence at the level of discipline/university or beyond.

For example, consider the following:

* Have you undertaken a professional qualification in teaching in Higher Education? (for example, the Special Purpose Professional Certificate in Teaching, Learning and Assessment for Academic Practice or the /Diploma/Masters in Higher Education).
* Have you contributed or taken part in learning and teaching programmes or workshops for professional development in the Centre for Academic Practice or elsewhere?
* Have you attended or facilitated any of the Centre for Academic Practice seminars on teaching, learning and assessment in traditional and/or hybrid/online contexts?
* Have you attended or presented at conferences, symposia or seminars (including virtual events) on any of the following themes: teaching, learning and assessment, pedagogy, digital education, digital scholarship?
* Have you published in journals in any of the following fields: teaching and learning, assessment, pedagogy, digital scholarship/practice? Are any of these journals open access?
* Have you contributed to the development of teaching and learning within the University or outside of it? Do you partake in any relevant teaching and learning committees or Boards, institutionally, nationally or internationally?
* Do you play any relevant role in teaching and learning societies, associations, or networks? Or have you engaged with, and actively contributed to, online Communities of Practice, or Personal Learning Networks specialising in teaching and learning?
* Have you shown educational leadership through activities or innovations that have broad influence on teaching within their discipline and/or beyond?

# And finally, please remember:

* Be aware of your reader.
* Edit for clarity.
* Use headings and sub-headings to signpost your work.
* Reference, where appropriate.
* Include page numbers.
* Do not exceed the word count.

# Further Information & Support

Further information and support is available from:

Ms. Jade Concannon

Education Support Officer

The Centre for Academic Practice

Email: [Jade.Concannon@tcd.ie](mailto:Jade.Concannon@tcd.ie)

[Centre for Academic Practice website.](https://www.tcd.ie/academicpractice/celebratingexcellence/Trinity-excellence-teaching-awards/)

# Appendix 1: Teaching Excellence Application (TEA) Adjudication Criteria

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| 1. **Teaching Philosophy Statement.** |
| A Teaching Philosophy Statement (TPS) is a statement of reflection and a philosophical framework of your personal approach to teaching and student learning. It explains the rationale behind what guides your practice, what factors impact on you as an educator and what values underlie your practice. Does the TPS:   * articulate and clarify the candidate’s teaching and learning beliefs and values? * demonstrate alignment between their beliefs and teaching practice * consider relevant concepts, models and/or frameworks from the scholarship of teaching and learning (SOTL)? |
| 1. **Contribution to the design, development, implementation and/or evaluation of high-quality curricula and resources.** |
| Excellent teaching involves more than mastery of course content. The TEA should demonstrate evidence of design and/or implementation of teaching, learning and assessment approaches which are aligned to discipline needs. Does the TEA demonstrate that the candidate has:   * designed/implemented evidence-based[[2]](#footnote-3) approaches to teaching, learning and/or assessment? * designed/implemented programmatic approaches to teaching, learning and/or assessment? * knowledge of curriculum design approaches? * designed effective pedagogies for their disciplinary context? * created effective resources for learning which are accessible, inclusive and sustainable? |
| 1. **Knowledge and use of effective pedagogies that engage and motivate students and enrich their learning experience.** |
| The TEA should demonstrate evidence of approaches to teaching and learning that influence, motivate and enable students to learn. Does the TEA demonstrate that the candidate has:   * engaged students meaningfully in the learning process? * motivated students and supported their ongoing learning journey? * created an inclusive and supportive learning environment? |
| 1. **Sustained commitment to critical reflection; scholarship of teaching and learning and/or ongoing professional development to enhance their teaching.** |
| The TEA should demonstrate evidence the candidate’s ongoing commitment to developing teaching and learning practices which enhance student learning. Does the TEA demonstrate that the candidate has:   * drawn on the scholarship of teaching and learning? * conducted research into their own teaching practice? * shared good pedagogical practice with others through workshops, presentations, or publications on teaching and learning? * engaged in professional development activities related to enhancement of teaching and learning practice? |
| 1. **Contribution to raising the profile of teaching excellence at the level of discipline/university or beyond.** |
| The TEA should demonstrate evidence of dissemination of teaching and learning experiences, practices and/or expertise to the broader academic community. Does the TEA demonstrate that the candidate has:   * demonstrated educational leadership through activities or innovations that have broad influence on the teaching profession? * coordinated, managed or led programmes of learning? * contributed to professional activities or publications related to teaching and learning? * shared teaching and learning expertise with the broader academic community e.g. via seminars, workshops, communities of practice? |

**The Centre for Academic Practice,**

###### **Trinity Teaching & Learning**

#### Strengthening cultures and communities

#### of teaching and learning at Trinity

#### that are underpinned by

#### research, innovation, inclusivity,

#### sustainability and collaboration.

[academicpractice@tcd.ie](mailto:academicpractice@tcd.ie)

[www.tcd.ie/academicpractice](http://www.tcd.ie/academicpractice)

1. The [National Forum (2016, p.1)](https://www.teachingandlearning.ie/wp-content/uploads/NF-2016-National-Professional-Development-Framework-for-all-Staff-Who-Teach-in-Higher-Education.pdf) defines ‘evidenced-based’ as “any concept or strategy that is derived from or informed by trustworthy evidence—most commonly, educational research or metrics of school, teacher, and student performance.” [↑](#footnote-ref-2)
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