**Mapping your Evidence for Internal T&L Citations**

This tool is designed to assist you think through your choices regarding which criterion to apply for (if you are applying for a Citation), and what types of evidence you have and how they might support your case.

There are three mapping exercises in this tool.

1. Outlining the Case for your Sub-Category
2. Aligning your Evidence to Assessment Criteria
3. Mapping your Evidence to the Evidence Quadrants
4. **Outlining the Case for your Sub-Category**

Selecting the best Sub-Category to apply for is harder than it seems. It’s entirely possible for you to miss the strongest sub-category to apply under without close examination of your evidence or considered articulation of your case.

In the table **Outlining the Case for your Sub-Category**, if you don’t know or aren’t sure which sub-category suits you best, spend some time outlining your case. It can be useful to imagine you are writing the 25-word Citation caption that accompanies every Citation award. This caption always begins with “For…” as in “For inspiring students to push beyond their comfort zone…”

A WSU Citation application also requires a 75-word synopsis, which provides a bit more substance following on from the Citation blurb. While these two items undergo numerous revisions before final submission, you can use these two short-form writing requirements to help conceptualise, narrativise, or frame your application and thus shape and drive the subsequent activity (evidence-gathering, drafting, etc.).

You can view example Citation Blurbs and Synopses in the [Appendix](#Appendix).

1. **Aligning your Evidence to Assessment Criteria**

Once you’ve selected your Sub-Category, you need to think about how you respond to the assessment criteria. What evidence do you have available that could be used to support your case against each of these criteria? Maybe you just have some dot points at the moment, or maybe you have an idea of what claim/s you can make along with the relevant evidence. With this table, you need evidence for each criterion. They may be a mix of qualitative and quantitative data, and internal (to the University) and external data.

1. **Mapping your Evidence to the Evidence Quadrants**

Once you’ve aligned your evidence to the Assessment Criteria, you should do a bit of analysis, looking for gaps or other opportunities to gather data. In the third mapping exercise, align your data or sources of evidence to the four quadrants. The quadrants are made up of the intersection between qualitative/quantitative data and internal/external data. Written student feedback, for example, would be internal and qualitative, while assessment outcome data would be internal and quantitative.

The point of this exercise is not to fill in all of the quadrants, per se. The point is to identify if you are relying too heavily on data from one quadrant. This analysis also helps to identify potential gaps in your data or new sources of data you hadn’t yet thought about!

**What Next?**

Once you’ve completed this preliminary exercise, why not share it and conduct a bit of peer review? Maybe with a fellow aspiring applicant, a past winner, your Associate Dean, Learning and Teaching, or any colleague who is keen to learn and engage in this space.

Working through the exercises of this tool is just the beginning. Thinking through your options and your evidence is an iterative process from the very beginning. It’s also a process best conducted dialogically, through reflective discussion, peer review, and feedback.

There are other tools, guidelines, and templates to help you at whatever point of the journey you are on. There is always something to help you!

Once you’re ready, you can review the following resources:

* [Learning Futures Internal T&L Awards](https://www.westernsydney.edu.au/learning_futures/home/professional_learning/rewards_and_recognition/awards_citations2)
* [Learning Futures External T&L Awards (AAUT)](https://www.westernsydney.edu.au/learning_futures/home/professional_learning/rewards_and_recognition/australian_awards_for_university_teaching)
* [Evidencing your Teaching Practice](https://www.westernsydney.edu.au/learning_futures/home/professional_learning/evidencing_your_practice)
* [How to Research your Teaching](https://www.westernsydney.edu.au/learning_futures/home/professional_learning/evidencing_your_practice/scholarship_of_teaching_and_learning)
* [AAUT Assessment Matrix](https://www.westernsydney.edu.au/__data/assets/pdf_file/0010/1930528/2022_AAUT_Assessment_Matrix-9May.pdf)
* [WSU Excellence Awards Policy](https://policies.westernsydney.edu.au/document/view.current.php?id=344)
* [WSU Excellence Awards Procedures](https://policies.westernsydney.edu.au/document/view.current.php?id=345)

You may also be interested in exploring some external data sources to complement your internal data:

* [Quality Indicators for Learning and Teaching (QILT)](https://www.qilt.edu.au/)
* [Higher Education Data, Statistics and Publications](https://www.dese.gov.au/higher-education/data-statistics-and-publications)
* [Labour Market Information Portal](https://lmip.gov.au/)
* [Skill Shortages Portal](https://www.dese.gov.au/skill-shortages)

If you are interested in exploring research in higher education and the scholarship of teaching, here is a select list of books and articles:

* [Action Research in Teaching and Learning](https://ebookcentral.proquest.com/lib/uwsau/detail.action?docID=5582637)
* [Exploring University Teaching and Learning](https://logincms.westernsydney.edu.au/__data/assets/pdf_file/0008/1898180/Exploring_University_Teaching_and_Learning_Trigwell_and_Prosser_2020.pdf)
* [Transforming Teaching and Learning in Higher Education](https://logincms.westernsydney.edu.au/__data/assets/pdf_file/0005/1898177/Transforming_Teaching_and_Learning_in_Higher_Education_Tan_and_Chen_2020.pdf)
* [Literature Review of Action Research in Higher Education](https://doi-org.ezproxy.uws.edu.au/10.1080/09650792.2015.1124046)
* [Leadership for the Scholarship of Teaching and Learning](https://doi.org/10.5206/cjsotl-rcacea.2019.1.7995)
* [Applying Learning Analytics to the Scholarship of Teaching and Learning](http://ezproxy.uws.edu.au/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=131394967&site=ehost-live&scope=site)
* [The Future of the Research and Teaching Nexus in a Post-Pandemic World](https://doi-org.ezproxy.uws.edu.au/10.1080/00131911.2021.2014786)

1. **Outlining the Case for your Sub-Category**

|  |  |
| --- | --- |
| **Sub-Categories** | **Outline of Case** |
| Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn |  |
| Development of curricula, resources or services that reflect a command of the field |  |
| Effective assessment practices that bring about improvements in student learning, may have a focus on academic integrity or digital solutions, or any assessment strategies that bring about change |  |
| Innovation or leadership that has influenced and enhanced learning and teaching and/or student experience |  |

1. **Aligning your Evidence to Assessment Criteria**

|  |  |
| --- | --- |
| **Assessment Matrix Criteria** | **Summary of Evidence** |
| Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years. |  |
| Gained recognition from colleagues, the institution, and/or the broader community. |  |
| Shown creativity, imagination and/or innovation. |  |
| Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice. |  |

1. **Mapping Evidence to Evidence Quadrants**

|  |  |  |
| --- | --- | --- |
|  | **Internal** | **External** |
| **Qualitative** |  |  |
| **Quantitative** |  |  |

**Resource:** [Evidencing your Teaching Practice](https://www.westernsydney.edu.au/learning_futures/home/professional_learning/evidencing_your_practice)

**Appendix**

**RefQuest (Andrew Komoder, Team Lead) – Learning Futures and the Library**

**Citation Blurb:**

For outstanding innovation in teaching academic referencing in an engaging online experience that stimulates curiosity and independence in learning

**Synopsis:**

The partnership pedagogy between Learning Futures and The Library has created a highly engaging, fun and challenging online learning experience to assist students in the understanding of academic referencing. This experience, RefQuest, is built on concepts of intrinsic motivation and self-regulated learning, and provides students with the right amount of challenge, support, and feedback. RefQuest has been received very positively by students, teaching staff and librarians and is being used by several Australian and international institutions.

**Irena Veljanova – Senior Lecturer, School of Social Science**

**Citation Blurb:**

For innovative application of technology-enabled inductive learning pedagogy in teaching social sciences that proactively promotes professional student identities.

**Synopsis:**

Dr. Irena C. Veljanova uses distinctly student-centred, inductive learning pedagogies while making use of the digital affordances of both ‘in-house’ and external technologies. She uses work integrated learning and partnerships pedagogies to afford students spaces for proactive engagement with their future professional careers. Students self-report greater independence in learning and an increased sense of pre-professional identity.

**Kristen Marshall – Sessional Academic, School of Humanities and Communication Arts**

**Citation Blurb:**

For innovative solutions and teaching practices that address and remove roadblocks, to facilitate successful outcomes for students from culturally and linguistically diverse backgrounds.

**Synopsis:**

Kristen Marshall recognised a need for a successful systematic approach to engage the culturally diverse students at WSU. It is with a deep understanding of Westerns’ students and their challenges that she successfully developed a Culturally Responsive Pedagogy into her teaching practice. These strategies have resulted in Kristen identifying, and removing obstacles to student learning, and increased their academic outcomes. This is evidenced over a sustained period from multiple sources of positive feedback.