

University of St Andrews

Enhancement Theme: Institutional Team Meeting

STUDENT-LED TEACHING AWARDS

1. Introduction

This document sets out a report on the work undertaken on the student-led Teaching Awards this academic year, which focused on analysing the nomination statements to get a better understanding of student identified good practise.

2. Action Requested

The Institutional Enhancement Theme Team is asked to discuss the proposed report.

3. Background & Context

The Student-led Teaching Awards have been running every year since their initiation in the academic year 2009/10. The awards are designed to recognise and reward the excellent teaching that occurs at the University of St Andrews. Currently no analysis of the nominations is undertaken and could provide a platform for identifying good learning and teaching practice.

4. Recommendation

The Enhancement Theme Team is asked to think about how we can use the evidence that has been collected to enhance the student experience, and what content should feature in the final report.

5. Next Steps

Following input from the Enhancement Theme Team, the report will be developed further to bring it into a final stage.

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STUDENT-LED TEACHING AWARDS

Background

The [Student-led Teaching Awards](#) have been running every year since their initiation in the academic year 2009/10. The awards are designed to recognise and reward the excellent teaching that occurs at the University of St Andrews. This report outlines how the Teaching Awards were organised, as well as their results and initial analysis of nomination statements.

Publicity

The Teaching Awards were publicised through the Sabbatical Officers' all student-email, and School Presidents' emails. Graphics were designed by the Students' Association's Design Team which was included in paid FB advertising, Twitter, posters, and email communications. It would be recommended that an individual all student-email on the Teaching Awards is delivered from the Director of Education, to help further promote them. Detailed information about the winners and shortlisted candidates which is included in this report will be provided on the Students' Association website for the public to view.

Analysis

The following awards, alongside the number of nominees, were presented for the Teaching Awards in 2016/17 and 2017/18:

Table 1: List of awards and number of nominations for the past two years.

Award	Nominations 2016/17	Nominations 2017/18
Outstanding Teacher Award	163	93
Dissertation/Project Supervisor	30	10
Excellent Module (Arts/Divinity)	25	11
Excellent Module (Science/Medicine)	8	5
Academic Mentorship Award	15	3
Postgraduate Student Who Tutors	38	7
Innovative Teaching	10	8
Commitment by a Support Staff Member	15	6
Total number of nominations	304	143
Number of individuals nominated	165	85

Despite the increase in duration of the nominations period from 3 weeks to 6 weeks and an increase in publicity the number of nominations in 2017/18 compared with 2016/17 dropped significantly. This drop may be a result of the strike action which took place over semester two and was particularly active during the nominations period.

Table 2: Breakdown of nominations per School/Unit. Number in brackets represents number of individuals.

School/Unit	Total Nominations	Outstanding Teacher	Dissertation/Project Supervisor	Excellent Module (Arts/Divinity)	Excellent Module (Science/Medicine)	Academic Mentorship Award	PG Student Who Tutors	Innovative Teaching	Commitment by a Support Staff Member
Art History	7 (5)	2 (2)	3 (2)	2 (2)	0	0	0	0	0
Biology	2 (2)	1 (1)	0	0	0	0	1 (1)	0	0
Chemistry	4 (4)	3 (3)	0	0	0	0	0	1 (1)	0
Classics	8 (5)	4 (3)	0	3 (1)	0	0	1 (1)	0	0
Computer Science	9 (5)	5 (3)	1 (1)	0	2 (1)	0	1 (1)	0	0
Divinity	3 (3)	2 (2)	0	1 (1)	0	0	0	0	0
Earth and Environmental Sciences	10 (3)	8 (1)	1 (1)	0	0	0	0	1 (1)	0
Economics and Finance	3 (1)	1 (1)	1 (1)	0	0	0	0	1 (1)	0
English	2 (2)	0	0	1 (1)	0	1 (1)	0	0	0
Geography and SD	30 (5)	27 (3)	2 (1)	0	0	0	0	1 (1)	0
History	2 (2)	0	0	0	0	0	1 (1)	1 (1)	0
IR	3 (3)	2 (2)	0	0	0	0	1 (1)	0	0

Management	5 (4)	2 (2)	0	2 (2)	0	0	0	1 (1)	0
Mathematics and Statistics	5 (4)	3 (3)	0	0	1 (1)	0	1 (1)	0	0
Medicine	5 (2)	4 (2)	0	0	1 (1)	0	0	0	0
Modern Languages	9 (9)	6 (6)	1 (1)	1 (1)	0	0	0	1 (1)	0
Philosophical, Anthropological and Film Studies	7 (6)	5 (5)	0	1 (1)	0	1 (1)	0	0	0
Physics and Astronomy	3 (2)	1 (1)	0	0	0	0	1 (1)	1 (1)	0
Psychology and Neuroscience	19 (7)	16 (4)	1 (1)	0	1 (1)	0	0	1 (1)	0
CAPOD	3 (2)	0	0	0	0	0	0	0	3 (2)
Library	1 (1)	0	0	0	0	0	0	0	1 (1)
Saints Sport	1 (1)	0	0	0	0	0	0	0	1 (1)
Student Services	2 (2)	0	0	0	0	1 (1)	0	0	1 (1)
Faculties of Arts and Divinity	50 (45)	25 (24)	5 (4)	11 (9)	0	2 (2)	3 (3)	4 (4)	0
Faculties of Science and Medicine	86 (34)	68 (20)	5 (4)	0	5 (4)	0	4 (4)	4 (4)	0
Units	7 (6)	0	0	0	0	1 (1)	0	0	6 (5)

The breakdown of nominations by School show more individuals being nominated in the Faculties of Arts and Divinity compared with Science and Medicine. The Faculties of Science and Medicine received higher total nominations, however, this is due to two members of staff, Dr Paula Miles and Dr Matthew Sothern, who had been nominated 12 and 24 times respectively. In terms of award categories, Outstanding Teacher was by far the most popular award which staff were nominated for. Aside from the Excellent Module award, which received more Arts and Divinity

nominations, both Faculty groups received roughly equal numbers of nominations for each of the awards. Aside from one Academic Mentorship nomination, all Unit nominations were for Commitment by a Support Staff Member.

Table 3: Number of nominations broken down by year group

Year Group	Number of Nominations
UG 1 st	34
UG 2 nd	18
UG 3 rd	24
UG 4 th	38
UG 5 th	7
PGT	22

More nominations were received by Honours students (48%) compared with sub-Honours (36%), with 4th year undergraduate students being most likely to nominate. A healthy number of PGT students also nominated a staff member, with PGTs making up 15% of the total nominations received.

Shortlisting for the Teaching Awards took place between the 14th and 18th of March by the Director of Education, the two Faculty Presidents, and the PG Academic Convenor. Members decided upon criteria for shortlisting, which focused on good learning and teaching practice, and put forward explanatory summaries for each shortlisted candidate. During the shortlisting process, all nominations were organised into one or more of the following categories, and an example nomination statement for each is given, which can be noted below. The categories have been identified by other Students' Associations, particularly Edinburgh (<https://www.eusa.ed.ac.uk/representation/campaigns/teachingawards/research/>), as the common themes in nomination statements in teaching awards across the sector.

Table 4: Number of nominations in each category.

Category	Nominations	Percentage
Encouraging personal and professional development	31	22%
Predictable, consistent support	73	51%
Charisma, personality, and/or approachability	62	43%
Knowledge and expertise	42	29%
Engaging teaching	69	48%
Encouraging academic development	32	22%
Encouraging student engagement	22	15%

From the above table predictable, consistent support is the most valued trait by students, identified from this year's awards data being referenced in 51% of nominations, followed closely by engaging teaching (48%) and charisma, personality, and/or approachability (43%). Outlined below is an example quote for each of these categories and their breakdown by award.

Encouraging personal and professional development

- **Dr Fergus Knight** – “Ferg has the ability to both direct a team by leading or by nudging people in the right direction, giving his time the chance to explore, learn and innovate on their own.”

Table 5: Breakdown of “encouraging personal and professional development” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher Award	20	22%
Dissertation/Project Supervisor	0	0%
Excellent Module (Arts/Divinity)	1	9%
Excellent Module (Science/Medicine)	1	20%
Academic Mentorship Award	3	100%
Postgraduate Student Who Tutors	1	14%
Innovative Teaching	2	25%
Commitment by a Support Staff Member	3	50%

Predictable, consistent support

- **Dr Matthew Southern** – “no other teacher has had close to the same impact on my education and development. He cares about every one of the students in SGSD and is passionate about giving every student the best experience within the School as he can.” and “he always makes time for students to speak to him when they need him. Whether this be helping them improve their CV, worries about their future, concerns about assignments or on a more personal level surrounding health issues.”

Table 6: Breakdown of “predictable, consistent support” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher Award	46	50%
Dissertation/Project Supervisor	7	70%
Excellent Module (Arts/Divinity)	1	9%
Excellent Module (Science/Medicine)	1	20%
Academic Mentorship Award	3	100%
Postgraduate Student Who Tutors	6	86%
Innovative Teaching	4	50%
Commitment by a Support Staff Member	5	83%

Charisma, personality, and/or approachability

- **Dr Sarah Whittle** – “Dr Whittle makes allowances for this, and always pitches her communication in such a way that it is appropriate and professional, while also carrying genuine expression of encouraging human warmth, sincere care, and benevolence.”

Table 7: Breakdown of “charisma, personality, and/or approachability” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher Award	45	48%
Dissertation/Project Supervisor	3	30%
Excellent Module (Arts/Divinity)	2	18%
Excellent Module (Science/Medicine)	1	20%

Academic Mentorship Award	1	33%
Postgraduate Student Who Tutors	4	57%
Innovative Teaching	3	38%
Commitment by a Support Staff Member	3	50%

Knowledge and expertise

- **Dr Jonathon Cloutier** – “Dr Cloutier has designed and implemented an outstanding MSC Mineral Resources course that has delivered excellent modules specifically orientated to the industry which the students wish to go into. As well as creating this new course, Dr Cloutier had delivered clear and structured lectures that link well together giving a great understanding of the content”

Table 8: Breakdown of “knowledge and expertise” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher Award	25	27%
Dissertation/Project Supervisor	3	30%
Excellent Module (Arts/Divinity)	3	27%
Excellent Module (Science/Medicine)	2	40%
Academic Mentorship Award	1	33%
Postgraduate Student Who Tutors	2	29%
Innovative Teaching	3	38%
Commitment by a Support Staff Member	2	33%

Engaging Teaching

- **Dr Nicolas Wiater** – “Expectations of the module were always clear, in no small part due to the most detailed module handbook I have ever come across: each seminar had detailed reading and preparation advice, the bibliography was extensive but accessibly arranged in reference to various topics, and the essay questions never simply rehashed what we had discussed in class, but allowed us to peruse independent research.”

Table 9: Breakdown of “engaging teaching” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher Award	48	52%
Dissertation/Project Supervisor	0	0%
Excellent Module (Arts/Divinity)	8	73%
Excellent Module (Science/Medicine)	3	60%
Academic Mentorship Award	0	0%
Postgraduate Student Who Tutors	4	57%
Innovative Teaching	6	75%
Commitment by a Support Staff Member	0	0%

Encouraging academic development

- **Dr Nicky Allison** – “Her coursework assignments are creative and applicable to the working world. Examples include writing mock-industry reports, consultant recommendations and even conducting a radio interview aimed at educating the general public.”

Table 10: Breakdown of “encouraging academic development” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher Award	13	14%
Dissertation/Project Supervisor	2	20%
Excellent Module (Arts/Divinity)	3	27%
Excellent Module (Science/Medicine)	3	60%
Academic Mentorship Award	1	33%
Postgraduate Student Who Tutors	6	86%
Innovative Teaching	6	75%
Commitment by a Support Staff Member	0	0%

Encouraging student engagement

- **Mr Chris Peys** – “He asks us thought provoking questions, gets us to work together in teams on class mind-maps and supports us during our learning experience. For example, last semester I was in a tutor group containing very few people who talked. By the end of the semester, however, Chris managed to help create a synergy between the entire group which enabled even the shyest and most unconfident students to contribute to every lesson”

Table 11: Breakdown of “encouraging student engagement” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher Award	11	12%
Dissertation/Project Supervisor	0	0%
Excellent Module (Arts/Divinity)	2	18%
Excellent Module (Science/Medicine)	1	20%
Academic Mentorship Award	2	67%
Postgraduate Student Who Tutors	2	29%
Innovative Teaching	3	38%
Commitment by a Support Staff Member	1	17%

From the breakdown of categories by awards, we can assess what qualities are most important to students when nominating a staff member.

- Outstanding Teacher nominations heavily featured qualities of engaging teaching (52%), charisma, personality, and/or approachability (48%), and predictable, consistent support (50%).
- Dissertation/Project Supervisor nominations featured predictable, consistent support (70%), knowledge and expertise (30%), and charisma, personality, and/or approachability (30%) most frequently.
- Excellent Module (Science/Medicine) nominations contained references to engaging teaching (60%), encouraging academic development (60%), and knowledge and expertise (40%) the most.
- In comparison, Excellent Module (Arts/Divinity) nominations also prioritised engaging teaching (73%), knowledge and expertise (27%), and encouraging academic development (27%), however, the weighting of these differ significantly to Science/Medicine.
- The Academic Mentorship Award saw nominations contained reference to predictable, consistent support (100%), encouraging personal and professional development (100%), and encouraging student engagement (67%).

- For the Postgraduate Student Who Tutors, students referenced encouraging academic development (86%), predictable, consistent support (86%), and engaging teaching (57%) most often.
- Innovative Teaching nominations focused on encouraging academic development (75%), and engaging teaching (75%).
- Finally, nomination for Commitment by a Support Staff Member featured predictable, consistent support (83%), and encouraging personal and professional development (50%) most frequently.

The shortlisted candidates for each award out outlined in the tables below, alongside the panels reasoning for shortlisting and the categories in which their nominations related to. On average shortlisted candidates nominations fitted into 4 categories.

Table 12: Outstanding Teacher Award shortlist

Name	Reasoning	Categories
Dr Matthew Southern	Positive engagement with SSCC meeting and student feedback. Offering additional help outside of teaching with CVs, and personal issues. Clear communication with students, particularly during the strike action. Inspiring lectures. Large number of nominations.	<ul style="list-style-type: none"> • All
Dr Jonathan Cloutier	Focus on employment, transferable skills, and alternative assessments. Focus on the Schools new MSc course with the introduction of five new modules, all of which have been positively received by students.	<ul style="list-style-type: none"> • All
Dr Raluca Roman	Offering extra support outside of classes, focusing on helping students feel familiar with the course. Personally invested in the academic success of each student. Help with the transition to Honours.	<ul style="list-style-type: none"> • Predictable, consistent support • Charisma, personality, and/or approachability • Knowledge and expertise • Engaging teaching • Encouraging academic development • Encouraging student engagement

Table 13: Dissertation/Project Supervisor shortlist

Name	Reasoning	Categories
Dr Sam Rose	Proactive engagement with students, having readings already prepared. Pushed students to be ambitious with their projects. Taken time out to read beyond their own area of expertise to assist student further.	<ul style="list-style-type: none"> • Knowledge and expertise • Encouraging academic development
Dr Eoin McLaughlin	Stepped in last minute to help supervise additional students. Helped students to find passion in their subjects again. Worked with students to aid in bridging knowledge gaps to cover material needed for their project.	<ul style="list-style-type: none"> • Predictable, consistent support • Charisma, personality, and/or approachability • Knowledge and expertise • Encouraging academic development
Dr Alistair Rider	Sat down with students to explore their topic, engaging them with their research. Worked to provide external contacts to add additional value to students' projects. Made writing a dissertation a fun and enjoyable experience.	<ul style="list-style-type: none"> • Predictable, consistent support • Charisma, personality, and/or approachability • Knowledge and expertise
Dr Dora Osborne	New academic in the School who shows great enthusiasm for supervisor. Engaging and inspiring interactions with students.	<ul style="list-style-type: none"> • Predictable, consistent support • Knowledge and expertise

Table 14: Excellent Module (Arts/Divinity) shortlist

Name	Reasoning	Categories
Dr Nicolas Wiater	Dedicated time to helping students who lacked the necessary linguistic background. Introduced a new module with an ambitious scope, with clear expectations due to a highly detailed handbook with an accessible bibliography.	<ul style="list-style-type: none"> • Predictable, consistent support • Engaging teaching • Encouraging academic development

	Allowed for independent research within the course.	
Dr Sandra Romenska	Motivates students to take part in discussions, making them interactive and innovative. A variety of different assessment types challenging students to think creatively.	<ul style="list-style-type: none"> • Engaging teaching • Encouraging academic development • Encouraging student engagement
Dr Sam Haddow	Module with a broad spectrum of content addressing a variety of social issues. Engaging content that students enjoyed learning about beyond the classroom.	<ul style="list-style-type: none"> • Encouraging personal and professional development • Engaging teaching • Encouraging academic development • Encouraging student engagement

Table 15: Excellent Module (Science/Medicine) shortlist

Name	Reasoning	Categories
Dr Antonia Wilmot-Smith	Use of lecture capture to not only cover lectures, but to record worked answers to tutorial questions. High quality learning material. Teaches in a well-planned and sutured way, which is always enthusiastically delivered. Responds to student feedback and engages directly with students on it.	<ul style="list-style-type: none"> • Knowledge and expertise • Engaging teaching • Encouraging academic development • Encouraging student engagement
Dr Alun Hughes	Always takes on board student feedback. Work with students to identify areas for improvement. Detailed feedback on how the class was performing, highlighting strong and weak points. Inspiring when teaching.	<ul style="list-style-type: none"> • Encouraging personal and professional development • Predictable, consistent support • Charisma, personality, and/or approachability

Table 16: Academic Mentorship Award shortlist

Name	Reasoning	Categories
Dr Sarah Whittle	Pitches communication in an appropriate and professional manner, taking into consideration students extra needs. Consistently non-judgemental. Empathetic and inspiring. Encourages students to achieve their best in their work, spinning failures into proactive action points.	<ul style="list-style-type: none"> • Encouraging personal and professional development • Predictable, consistent support • Charisma, personality, and/or approachability • Knowledge and expertise • Encouraging academic development
Dr Lucy Donaldson	Providing assistance and advice for students taking on voluntary roles. Focuses on improving the running of the Department working alongside students. Caring for students' wellbeing and mental health. Supporting students academically.	<ul style="list-style-type: none"> • Encouraging personal and professional development • Predictable, consistent support • Encouraging student engagement
Dr Elise Hugueny-Leger	Providing additional opportunities to students to develop the academic abilities. Working one-to-one with students to help their development, improving their confidence in essay writing.	<ul style="list-style-type: none"> • Encouraging personal and professional development • Predictable, consistent support • Encouraging student engagement

Table 17: Postgraduate Student Who Tutors shortlist

Name	Reasoning	Categories
Mr Chris Peys	Creation of a positive atmosphere within tutorials, enabling all student to feel comfortable taking part. Varying teaching methods in tutorials including videos, group work, and mind-maps. Gets to know each	<ul style="list-style-type: none"> • Encouraging personal and professional development • Predictable, consistent support • Charisma, personality, and/or approachability

	student individually and helping them with specific issues.	<ul style="list-style-type: none"> • Engaging teaching • Encouraging academic development • Encouraging student engagement
Mr Matthew Shelton	Taking extended time out of their working day to help support students through difficulties with assessments. Patient with students. Shows great passion for the material during tutorials, engaging student in the course.	<ul style="list-style-type: none"> • Predictable, consistent support • Charisma, personality, and/or approachability • Knowledge and expertise • Engaging teaching

Table 18: Innovative Teaching shortlist

Name	Reasoning	Categories
Professor Caroline Humfress	Dedication to teaching. Created innovative toolkit and designs of engaging and devising strategies for enhancing learning and teaching.	<ul style="list-style-type: none"> • Charisma, personality, and/or approachability • Knowledge and expertise • Engaging teaching
Dr Akira O'Connor	Make sure of technology in learning to engage students during lectures. Use of lecture capture in modules.	<ul style="list-style-type: none"> • Predictable, consistent support • Charisma, personality, and/or approachability • Engaging teaching
Dr Joe Carson	Inclusion of a research project in the module, allowing student to gain new skills. Aided students in putting in a French play as part of a class, allowing student to really engage with their material.	<ul style="list-style-type: none"> • Encouraging personal and professional development • Predictable, consistent support • Engaging teaching • Encouraging student engagement
Dr Antje Kohnle	Interactive workshop style lectures. Online simulations to assist in students understanding of complex concepts.	<ul style="list-style-type: none"> • Knowledge and expertise • Engaging teaching • Encouraging student engagement

Dr Nicky Allison	Inclusion of an industrial specialist in the module to teach a different aspect of course material. Co-teaching use in parts. Course work is creative and applicable to the working world, such as mock-reports, radio shows, and consultant recommendations. Takes learning above the material, allowing students to develop a diverse set of skills.	<ul style="list-style-type: none"> • Encouraging personal and professional development • Predictable, consistent support • Charisma, personality, and/or approachability • Engaging teaching • Encouraging academic development • Encouraging student engagement
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Table 19: Commitment by a Support Staff Member shortlist

Name	Reasoning	Categories
Ms Cat Wilson	A joint ecstatic nomination from members of the PSC. Takes on student comments and uses them to improve the course. A devoted and compassionate leader. Helped students in their personal development and to realise their potential.	<ul style="list-style-type: none"> • Encouraging personal and professional development • Predictable, consistent support • Charisma, personality, and/or approachability • Knowledge and expertise
Ms Lynda Kinlock	Goes out of her way to assist students in the Library. Makes the Library a pleasant place to work.	<ul style="list-style-type: none"> • Predictable, consistent support • Charisma, personality, and/or approachability • Knowledge and expertise
Dr Fergus Knight	Joint nomination from members of Saints Sport. Supportive and inclusive, helps students to explore, learn and innovate on their own giving them opportunities for growth.	<ul style="list-style-type: none"> • Encouraging personal and professional development • Predictable, consistent support • Charisma, personality, and/or approachability

The deciding panel for the Teaching Awards met on the 27th of March to finalise the winners of each category. The panel consisted of the Director of Education, the Students' Association President, Nicola Milton (Head of Education Policy), and Professor Sharon Ashbrook (Senate Assessor). The following staff members were recognised for their contributions to learning and teaching and were picked as the winner of the Teaching Awards:

Table 20: Winners of the 2017/18 Teaching Awards.

Award	Winner	School/Unit
Outstanding Teacher Award	Dr Matthew Southern	Geography and SD
Dissertation/Project Supervisor	Dr Eoin McLaughlin	Geography and SD
Excellent Module (Arts/Divinity)	Dr Nicolas Wiater	Classics
Excellent Module (Science/Medicine)	Dr Antonia Wilmot-Smith	Mathematics and Statistics
Academic Mentorship Award	Dr Sarah Whittle	Student Services
Postgraduate Student Who Tutors	Mr Chris Peys	IR
Innovative Teaching	Dr Nicky Allison	Earth and Environmental Sciences
Commitment by a Support Staff Member	Dr Fergus Knight	Saints Sport



Figure 1 - Photo of the 2017/18 Teaching Award winners at the Teaching Excellence Award Ceremony.

Reflective Reports

Winners of each of the Teaching Awards were asked to provide a brief reflective piece outlining the good practice identified in their nomination statement. These pieces have been included in this report to share with the wider academic community with the aim to highlight good practice throughout the institution.

Dr Nicolas Wiater – Excellent Module (Arts/ Divinity)

The origin of this module on the history of Ancient Greek, which has no precedent in the School of Classic's wide range of Honours modules, was a student request. That request showed me that there is an appetite among our students to tackle difficult subjects and a desire to learn simply because a subject provides them with deeper understanding. My aim, in accordance with the principles of Enterprise Education, was to build on this desire by creating a module that challenges the students while at the same time providing enough guidance and support to enable them to succeed.

This made this module particularly time-intensive: I started planning much earlier than usually, and because much of this module was new also to me, it meant that reading/research, preparation and teaching were closely interwoven (and, again, required an unusually high investment of time and effort) also throughout the semester. I also devised a module booklet that went far beyond our already high standards of information and care, with detailed information on the material to be prepared for each session (including explanations of key issues and problems to support preparation). I supplemented that with an extra (voluntary) class for all those who needed more guidance or had further questions, and generally made myself available by email or in person if students needed additional assistance. It was actually very gratifying and fun (as well as helpful to my own understanding) to discuss the material with my students also outside class hours. In order to foster the students' enterprising spirit, I devised the essays as small, independent research tasks, which produced absolutely amazing results.

Honesty was a core part of my teaching: I myself had to take the risk of being unable to answer all questions on the spot and more than once had to get back to the students after some more research on my part. That helped the students to get deeper insight, I think, into the process of research but also made them less afraid to fail, because they saw that even we do not know everything.

Overall, the dialectics of intensive work, risk-taking and a collaborative (under my guidance) attempt to explore the difficult history of ancient Greek paid off in terms of what both I *and* the students got out of the module. I have rarely enjoyed teaching a module so much (and learned so much from teaching) and rarely seen students learn so enthusiastically and push their own limits.

Dr Antonia Wilmot-Smith – Excellent Module (Science/Medicine)

Restructuring of the School's curriculum at second year for session 2014/15 onwards put MT2501 (Linear Mathematics) at the heart of the undergraduate degree programmes: MT2501 is the School's only taught module that is compulsory for all students in the School; it is also compulsory for students on certain degree

programmes outwith the School. This session is the fourth year of operation of the new system, and student feedback alongside module results and later degree progression suggest it is working well.

With the module at the core of the School's programmes we have gone to extra lengths to ensure it is well resourced, accessible to students from all backgrounds, and that plenty of opportunities for individual help (including through the School's new Maths Base) are available. Student statements identify these features as beneficial for their own learning, commenting on the individual help available and most particularly focusing on benefits they derived from the extensive learning resources, including lecture capture, recording of tutorial and examples class worked solutions, and access to a large question bank of relevant material. Several of these resources were developed following student feedback, including through the School's student-led mid-semester questionnaire's. Closing the loop on feedback at module level, and making relevant adjustments to teaching and learning, has also been identified as a positive feature by students.

It was a privilege to have the opportunity to teach and coordinate this module for two years, and impossible not to be enthusiastic about both the material and place within programme, with the opportunity to stand alongside students as they have their first encounters with University-level mathematics.

Mr Chris Peys – Postgraduate Student Who Tutors

Teaching is about cultivating relationships. In particular, an educator should be able to connect their students to specific bodies of content, other members of their class, and the wider world. A good teacher is therefore one who challenges their students to engage critically with their coursework, to participate within an interactive learning community, and to think more deeply about the world they inhabit.

Facilitating new relationships between my students and their course material, the majority of which focuses on the theoretical approaches to the study of international relations (IR), is arguably the most exciting part of my job as a tutor. This aspect of teaching is so enjoyable specifically because I relish the opportunity to experiment with different pedagogical techniques – such as student-led mind maps, various forms of (social) multimedia engagement, and an assortment of writing exercises – as a means of exploring IR theory. Such efforts not only allow me to develop my skills as a teacher but also to incite wonder amongst a group of students with different learning styles, interests, and levels of understanding.

I also work to cultivate a sense of community within my classroom. Accordingly, I seek to generate strong relationships with my students, akin to a form of 'educational friendship', in order to create a synergistic educational environment, one within which both my students and myself are members of a shared community of knowledge.

Because the study of IR is arguably concerned with what all people(s) are capable of experiencing as human beings (and/or communities) situated in time and space, I believe that my classes should always be dedicated to what Hannah Arendt once described as a process of 'thinking through experience'. That is, as a means of

cultivating connections between my students and the wider world, I encourage them to unpack their ideas in terms of particular, worldly examples. This urges students to think reflectively and reflexively as well as in a manner that pushes them to bridge the gap between abstraction and experience, theory and reality.

With the ultimate aim of assisting my students to become more capable scholars of IR, I work hard to cultivate these three types of educational relationships. For me, this award – one which I am honoured to have received – is therefore proof that my approach is working and that I am in fact helping my students to connect with their coursework, their peers, and the world around them.

Dr Nicky Allison – Innovative Teaching

For a recent assessment I asked each student to select an aqueous pollutant, identify two recent papers on the contaminant and write a short brief summarising the research. Each student was then interviewed (by an outsider) on the research in a science radio format. This assignment coupled development of specialist knowledge, in an area of the student's choice, with key transferable skills i.e. the ability to write a concise accessible summary of the research and to communicate verbally the main points to a general audience. The students found the concept of the media interviews quite daunting and I agreed that each student could be interviewed privately, rather than in front of the class. In preparing for the media interviews, I encouraged the students to consider the similarities between this and a job interview. I asked them to plan the key points which they wanted to communicate to the interviewer, to consider how they could subtly direct the interview to ensure that they communicated all the essential information and to practise how they could structure key statements and turns of phrase to facilitate a fluid delivery. I recorded the interviews so that each student could review their own performance and identify their strengths and areas for improvement. The student response to the module was very positive. Students enjoyed the freedom to select their own contaminant of interest and felt that the assessment gave them opportunities to practice and gain confidence in writing and interview skills. I also enjoyed the module. Some students selected contaminants of which I was unaware and I learnt a great deal from listening to the interviews and reading the briefs and original papers.

Recommendations and Next Steps

Following the analysis of this years Teaching Award data several recommendations have been made to further this work and improve the Teaching Awards overall, which are listed below:

- Employ a student intern to analyse the previous years Teaching Award data.
- Discuss best practice on analysing Teaching Awards data with other institutions.
- Draft a Teaching Awards guide to inform the incoming Director of Education of the logistics of organising the awards.
- Consider reducing the overall number of Teaching Awards, cutting those which traditionally receive a small number of nominations.

- Consider two Outstanding Teacher Awards, one each for the Faculties of Arts and Divinity and the Faculties of Science and Medicine.
- Provide guidance to students on how to write a high-quality nomination.
- Engage student more directly with the awards and ensure a high student presence at the award ceremony.
- Contextualise the number of nominations received in Schools with information on each School's size (number of students and staff, *etc.*).
- Draft a template report on the Teaching Awards, which can be tabled on an annual basis at Learning & Teaching Committee and the Students' Association Board.

Further Information

Further information can be supplied by the Director of Education on doed@.

*Zachary Davis
Director of Education
15th June 2018*