

University of St Andrews
Learning and Teaching Committee
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 Students' Association Board is asked to discuss the proposed report.

3. Consultation

The Institutional Enhancement Theme Team and Learning and Teaching Committee have discussed this report and their recommendations have been incorporated.

4. 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.

5. Recommendation

The Students' Association Board is asked to note this report and consider any recommendations that could be made for next year's awards.

6. Next Steps

Any recommendations from the Students' Association Board will be incorporated into the final version of this report, before it is uploaded on to the Students' Association website.

Author

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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 during the nomination period (11th February-15th March). Graphics were designed by the Students' Association's Design Team which was included in FB advertising, Twitter, Instagram, posters, and email communications. School Presidents also shared graphics on their various School pages. School Presidents were briefed at the end of semester one, in order that they would be prepared for advertising the awards early in semester two.

A live dashboard was also created through CAPOD to track nominations as they were submitted (which the Director of Education, the Faculty Presidents, School Presidents, Language Convenors, and the PG Academic Convenor all had access to). The dashboard split nominations by category, schools, unique vs total nominations, date submitted, and year of study. This live tracking of nominations was very helpful for generating publicity based on these live updates (predominantly for nudging specific schools/School Presidents if they had a particularly low numbers of nominations). This dashboard also allowed for real-time examination of which year groups were submitting nominations for which category, and in which school. A recommendation will be made for future Directors of Education to look at what additional action they could take as a result of this live data.

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. This report will also be published on the Students' Association website.

Analysis

The following awards, alongside the number of nominees, were presented for the Teaching Awards in 2017/18 and 2018/19:

Table 1: List of awards and number of nominations for 2017/18.

Award	Nominations 2017/18
Outstanding Teacher Award	93
Dissertation/Project Supervisor	10
Excellent Module (Arts/Divinity)	11

Excellent Module (Science/Medicine)	5
Academic Mentorship	3
Postgraduate Student Who Tutors	7
Innovative Teaching	8
Commitment by a Support Staff Member	6
Total number of nominations	143
Number of individuals nominated	85

Table 2: List of awards and number of nominations for 2018/19.

Award	Nominations 2018/19
Outstanding Teacher (Art/Divinity)	142
Outstanding Teacher (Science/Medicine)	94
Dissertation/Project Supervisor	22
Academic Mentorship	14
Postgraduate Student Who Tutors	27
Innovative Teaching	17
Commitment by a Support Staff Member	6
Invalid Nominations	11
Total number of nominations	333
Number of individuals nominated	181

The award categories were changed as a result of discussion with the Enhancement Theme Team, as well as feedback from staff and students. The consensus was that there were too many categories and that these categories tended to overlap. The 'Outstanding Teacher' award, 'Excellent Module (Arts/Divinity)' award, and 'Excellent Module (Science/Medicine)' award were combined – 'Outstanding Teacher (Arts/Divinity)' and 'Outstanding Teacher (Science/Medicine)' cover all of the criteria from the original three categories, whilst maintaining enough breadth across the awards.

The amount of nominations received for 2018/19 is more than double the total received during the 2017/18 awards. This could be due to several factors. Strike action was affecting the University during the 2017/18 nominations period and this might have meant that there was more negative feeling towards staff and the University during this time. This also could have contributed to students being distracted and not paying as much attention to the awards. Another factor could be the increased publicity for the 2018/19 awards – including prepping School Presidents in advance, the introduction of the live dashboard, and more widespread use of social media channels.

It is difficult to reach a concrete conclusion as to why this increase in nominations occurred. A further examination will be necessary after the 2019/20 awards, to determine whether this trend continues and why.

Table 3: Breakdown of nominations per School/Unit. Number in brackets represents number of individuals – individuals who were nominated for multiple categories count as a new individual in each new category.

School/Unit	Total Nominations	Outstanding Teacher (Arts/Divinity)	Outstanding Teacher (Science/Medicine)	Dissertation/Project Supervisor	Academic Mentorship	PG Student Who Tutors	Innovative Teaching	Commitment by a Support Staff Member
Art History	13 (9)	12 (8)	0	1 (1)	0	0	0	0
Biology	13 (9)	0	10 (7)	1 (1)	1 (1)	1 (1)	0	0
Chemistry	10 (5)	0	9 (4)	0	0	0	1 (1)	0
Classics	12 (9)	9 (7)	0	3 (3)	0	0	0	0
Computer Science	9 (8)	0	4 (4)	1 (1)	2 (2)	0	2 (2)	0
Divinity	7 (5)	4 (3)	0	0	0	3 (2)	0	0
Earth and Environmental Sciences	7 (5)	0	3 (2)	2 (2)	1 (1)	0	0	1 (1)
Economics and Finance	9 (6)	8 (6)	0	0	1 (1)	0	0	0
English	13 (8)	10 (8)	0	0	0	0	3 (2)	0
Geography and SD	16 (5)	0	14 (4)	0	0	0	2 (2)	0
Graduate School	0	0	0	0	0	0	0	0
History	17 (10)	13 (7)	0	1 (1)	1 (1)	2 (2)	0	0

IR	26 (22)	16 (14)	0	1 (1)	1 (1)	5 (4)	2 (2)	1 (1)
Management	13 (8)	5 (4)	0	1 (1)	3 (3)	2 (1)	2 (2)	0
Mathematics and Statistics	20 (8)	0	16 (7)	0	0	1 (1)	3 (3)	0
Medicine	5 (2)	0	3 (1)	1 (1)	0	0	1 (1)	0
Modern Languages	32 (15)	30 (14)	0	1 (1)	0	0	1 (1)	0
Philosophical, Anthropological and Film Studies	51 (23)	35 (13)	0	2 (2)	1 (1)	11 (8)	0	2 (2)
Physics and Astronomy	24 (12)	0	19 (7)	1 (1)	1 (1)	2 (2)	0	1 (1)
Psychology and Neuroscience	24 (11)	0	16 (8)	6 (5)	2 (2)	0	0	0
Student Services	1 (1)	0	0	0	0	0	0	1 (1)
Invalid Nominations	11	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Faculties of Arts and Divinity	193	142	0	10	7	23	8	3
Faculties of Science and Medicine	128	0	94	12	7	4	9	2
Units	1	0	0	0	0	0	0	1

The breakdown of nominations by School show more total nominations (and individuals) being nominated in the Faculties of Arts and Divinity compared with Science and Medicine. The most popular category overall was 'Outstanding Teacher in Arts/Divinity' (receiving 142 nominations) with 'Outstanding Teacher in Science/Medicine' second (with 94 nominations). The 'PG Student Who Tutors' category also received more nominations in Arts/Divinity than Science/Medicine (23 compared with 4). Otherwise the faculties received roughly equal numbers of nominations for each award. The only Unit nomination was in the 'Commitment by a Support Staff Member' category.

Table 4: Number of nominations broken down by year group

Year Group	Number of Nominations
UG 1 st	103
UG 2 nd	64
UG 3 rd	44
UG 4 th	84
UG 5 th	11
PGT	19
N/A	7
PGR	1

More nominations were received by Sub-Honours students (50%) compared with Honours (42%), and 1st year undergraduate students were the largest nominating group. This is a change from last year's awards where the total was 48% Honours to 36% Sub-Honours, and 4th year undergraduates were the largest group. PGTs made up 6% of the total nominations received – 9% less than last year.

Shortlisting for the Teaching Awards took place between the 22nd and 30th March by the Director of Education, the two Faculty Presidents, and the PG Academic Convenor. Criteria was decided upon by the group and each member had to explain their rationale for each candidate. During the shortlisting process all nominations were organised into one or more of the following themes (see table 5 below) and an example nomination statement for each is given below. These themes 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. For clarity the nominations have each been categorised into the one theme that they predominantly cover.

Table 5: Number of nominations in each theme.

Category	Nominations	Percentage
Encouraging personal and professional development	39	12%
Predictable, consistent support	64	20%
Charisma, personality, and/or approachability	16	5%
Knowledge and expertise	14	4%
Engaging teaching	99	31%
Encouraging academic development	57	18%
Encouraging student engagement	33	10%

From the above table, it appears that 'engaging teaching' is the most valued trait by students, identified in 31% of nominations for 2018/19. This is followed by 'predictable, consistent Support' at 20% and 'encouraging academic development' at 18%. This is a slight variation from 2017/18, where 'predictable, consistent support' was most popular (at 51%) followed by 'engaging teaching' (at 48%) and 'charisma, personality, and/or approachability' (at 43%).

Outlined below is an example quote for each of these categories and their breakdown by award. Also included for each theme is the percentage of nominations in each award category that fall under that theme.

Encouraging personal and professional development

- **Dr Javier Letrán** – “Outside of my modules with Javier, he has also inspired me to pursue translation. I am currently translating my first poems for a published author which Javier put me in contact with, and I am looking forward to reciting my translations at an organised event with the Spanish department later this month.”

Table 6: Breakdown of “encouraging personal and professional development” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	20	14%
Outstanding Teacher (Science/Medicine)	9	9%
Dissertation/Project Supervisor	2	9%
Academic Mentorship	4	29%
Postgraduate Student Who Tutors	3	11%
Innovative Teaching	1	5.9%
Commitment by a Support Staff Member	0	0%

Predictable, consistent support

- **Dr Jonathan Keeling** – “No matter how busy he is, he will always take time to answer any questions, give explanations of the concepts and resolve any instances of confusion. He is always working very hard, I am amazed at how many things he can get done and yet he puts so much time and effort in helping his students.”

Table 7: Breakdown of “predictable, consistent support” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	20	14%
Outstanding Teacher (Science/Medicine)	15	16%
Dissertation/Project Supervisor	14	64%
Academic Mentorship	4	29%
Postgraduate Student Who Tutors	4	15%
Innovative Teaching	2	11.8%
Commitment by a Support Staff Member	5	83%

Charisma, personality, and/or approachability

- **Gail Reid** – “During the first few weeks of transitioning into the program I practically lived in the IR PG office and she always greeted me with a welcoming smile and magically always knew the answer to every question.”

Table 8: Breakdown of “charisma, personality, and/or approachability” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	4	3%
Outstanding Teacher (Science/Medicine)	8	9%
Dissertation/Project Supervisor	0	0%

Academic Mentorship	1	7%
Postgraduate Student Who Tutors	2	7%
Innovative Teaching	1	5.9%
Commitment by a Support Staff Member	0	0%

Knowledge and expertise

- **Dr Chris Hooley** – “He presents concepts with enthusiasm and in such a way as for all to understand. In addition, he is immensely knowledgeable in the field and was able to answer any questions with a deep knowledge.”

Table 9: Breakdown of “knowledge and expertise” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	8	6%
Outstanding Teacher (Science/Medicine)	3	3%
Dissertation/Project Supervisor	0	0%
Academic Mentorship	1	7%
Postgraduate Student Who Tutors	2	7%
Innovative Teaching	0	0%
Commitment by a Support Staff Member	0	0%

Engaging Teaching

- **Dr Lori Leigh Davis** – “Dr Lori Leigh Davis would always find innovative ways to develop the tutorial material in to a more effective and engaging learning experience. Whether this take the form of a quiz of the reading completed or simply just adding real-life and up-to-date case examples to the materials, I always looked forward to my tutorials with Dr Lori Leigh Davis.”

Table 10: Breakdown of “engaging teaching” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	49	34%
Outstanding Teacher (Science/Medicine)	34	36%
Dissertation/Project Supervisor	0	0%
Academic Mentorship	1	7%
Postgraduate Student Who Tutors	5	19%
Innovative Teaching	10	58.7%
Commitment by a Support Staff Member	0	0%

Encouraging academic development

- **Ravi Thakral** – “Along with another tutor, he ran a logic surgery for two hours every week for students who were in any way struggling with the material. This was always a positive and informative environment. Ravi excellently explained and broke down logic material which is complex, and could easily feel intimidating, and made it very accessible.”

Table 11: Breakdown of “encouraging academic development” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	24	17%
Outstanding Teacher (Science/Medicine)	15	16%

Dissertation/Project Supervisor	6	27%
Academic Mentorship	2	14%
Postgraduate Student Who Tutors	8	30%
Innovative Teaching	2	11.8%
Commitment by a Support Staff Member	0	0%

Encouraging student engagement

- **Dr Nick Brooke** – “Nick also goes to great efforts to make the course better, actively asking us in our online seminars for feedback so that it is evolving. In short, on a course format that means we far from St Andrews, and do not have the benefits of face-to-face contact, Nick goes above and beyond to fight against this.”

Table 12: Breakdown of “encouraging student engagement” nominations by award.

Award	Nominations	Percentage
Outstanding Teacher (Art/Divinity)	17	12%
Outstanding Teacher (Science/Medicine)	10	11%
Dissertation/Project Supervisor	0	0%
Academic Mentorship	1	7%
Postgraduate Student Who Tutors	3	11%
Innovative Teaching	1	5.9%
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.

- 34% of Outstanding Teacher (Arts/Divinity) nominations and 36% of Outstanding Teacher (Science/Medicine) nominations were based on engaging teaching.
- Innovative Teaching nominations also focused on engaging teaching, with 59% of nominations fitting into this theme. This was also the case in 2017/18, where 75% of nominations focused on this.
- Dissertation/Project Supervisor nominations focused predominantly on predictable, consistent support, with 64% of nominations featuring this theme. This is consistent with 2017/18 results, where 70% featured this theme.
- Also focusing on predictable, consistent support were the Academic Mentorship nominations, with 29% of them covering this theme. The theme of encouraging personal and professional development also came in at 29% for this award category.
- For the PG Who Tutors category, students focused more heavily on the encouragement of academic development, and 30% of the nominations in this awards category mentioned this theme.
- Finally, nominations for Commitment by a Support Staff Member featured predictable, consistent support (83%) and encouraging student engagement (17%).
- None of the awards categories featured charisma, personality, and/or approachability; or knowledge and expertise as their main theme. This is consistent with the overall percentages for these themes (seen in table 5 above).

The shortlisted candidates for each award are outlined in the tables below, alongside the panel's reasoning for shortlisting and the themes in which their nominations fit.

Table 13: Outstanding Teacher (Arts/Divinity) shortlist

Name	Reasoning	Categories
Walter Pedriali	Engaging lecturer. Provides excellent revision materials. Genuinely cares and dedicates vast amounts of time to class preparation. Provides prompt, detailed and helpful feedback provided. Supportive and encouraging.	<ul style="list-style-type: none"> • Engaging teaching • Encouraging student engagement • Encouraging academic development • Predictable, consistent support • Encouraging personal and professional development • Knowledge and expertise
Stephanie O'Rourke	Engaging and diverse modules. Comprehensive lectures that cover a lot of information. Introduced a lot of key, varied modules which have been very popular. Introduced popular mini-lecture series.	<ul style="list-style-type: none"> • Engaging teaching • Predictable, consistent support
Javier Letrán	Made their module engaging, interesting and rewarding. A balance between lecturing and student participation in tutorials. Animated and passionate, with an obvious desire to see all students excel. Well-run and organised modules. Innovative teaching methods. Inspired students to go above and beyond module restrictions.	<ul style="list-style-type: none"> • Engaging teaching • Encouraging personal and professional development • Encouraging academic development
Claire Whitehead	Prompt with marking. Always open and approachable for student questions. Excellent communication skills and dedicated to helping	<ul style="list-style-type: none"> • Encouraging academic development • Engaging teaching

	students. Encouraging and enthusiastic. Engaging lectures for a difficult subject.	<ul style="list-style-type: none"> • Predictable, consistent support • Encouraging personal and professional development
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Table 14: Outstanding Teacher (Science/Medicine) shortlist

Name	Reasoning	Categories
Katherine Keenan	Inspiring, innovative, communicative, encouraging and present. Good, detailed explanation of difficult or key concepts – with patience. Passionate and caring teacher. Comprehensive and engaging teaching.	<ul style="list-style-type: none"> • Encouraging academic development • Knowledge and expertise • Encouraging personal and professional development • Predictable, consistent support
Chris Hooley	Engaging lectures. Garner enthusiasm and excitement. Gives detailed feedback. Made the effort to get to know everyone in a large class. Frequently available for student queries. Encourages students to go beyond module content. Innovative methods of keeping students engaged.	<ul style="list-style-type: none"> • Engaging teaching • Encouraging academic development

Table 15: Dissertation/Project Supervisor shortlist

Name	Reasoning	Categories
Nikoletta Maniotti	Thoughtful, supportive, and inspiring. Clearly motivated, invested in student's work, and interested.	<ul style="list-style-type: none"> • Encouraging academic development
Martin Campbell	Organised, quick to respond to emails, and available to support supervisees. Supportive, positive, encouraging, and clearly committed to the student experience.	<ul style="list-style-type: none"> • Predictable, consistent support

Jonathan Keeling	Committed, patient, hard-working, and organised. Provides detailed responses to questions and motivates students to work harder. Supportive and encouraging.	<ul style="list-style-type: none"> Predictable, consistent support
Julie Harris	Patient, considerate, approachable, encouraging, and consistent. Always available to help students. Obviously committed to ensuring students excel. Encourages students to learn skills outside of their degree (organisation, time-management) and to take an interest in the academic field more generally.	<ul style="list-style-type: none"> Predictable, consistent support

Table 16: Academic Mentorship Award shortlist

Name	Reasoning	Categories
Nick Brooke	Has done vast amounts of work on ensuring distance students feels part of the community. Gets to know every student and responds quickly to queries. Continuously gathers feedback to how to improve course.	<ul style="list-style-type: none"> Predictable, consistent support
Malinda Carpenter	Clear advice given to students. Encouraging, adaptable, and inspiring.	<ul style="list-style-type: none"> Encouraging academic development
Kasim Terzic	Attentive and dedicated. Always willing to chat with students. High quality of teaching: knowledgeable and engaging. Invested, approachable, organised, and responsive.	<ul style="list-style-type: none"> Encouraging student engagement

Table 17: Postgraduate Student Who Tutors shortlist

Name	Reasoning	Categories
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Ravi Thakral	Well-structured tutorials and detailed feedback. Helpful, supportive, positive, informative, and approachable. Willing to go above and beyond core teaching hours, and always happy to provide extra examples and notes. Entertaining tutorials.	<ul style="list-style-type: none"> • Encouraging academic development
Amy Westwell	Takes time to help every student whilst keeping tutorials fun and engaging. Looks beyond the core reading lists for innovative and interesting sources. Approachable.	<ul style="list-style-type: none"> • Encouraging student engagement

Table 18: Innovative Teaching shortlist

Name	Reasoning	Categories
Lori Leigh Davis	Enthusiastic, encouraging, and prepared. Energetic tutorials where she ensures everyone is comfortable with materials. Quizzes and real up-to-date case studies. Approachable and clearly loves teaching.	<ul style="list-style-type: none"> • Engaging teaching
Thomas Coleman	Breaks down difficult concepts into manageable steps. Provides detailed explanations to questions. Uploads lecture material in advance. Accommodating and enthusiastic.	<ul style="list-style-type: none"> • Encouraging academic development
Antje Brown	Patient, caring, passionate and engaging. Extremely knowledgeable in her field. Positive environment in tutorials and continuously gathering feedback on her teaching style and tutorial set-up.	<ul style="list-style-type: none"> • Predictable, consistent support

Table 19: Commitment by a Support Staff Member shortlist

Name	Reasoning	Categories
Gail Reid	Create a welcoming environment within the school, particularly for PGT students. Positive attitude and constant willingness to help. Encouraging, organised, communicative, and thoughtful.	<ul style="list-style-type: none"> • Predictable, consistent support
Lisa Neilson	Supportive of academic reps. Compassionate and dedicated to her school. Excellent problem solving skills and a supportive presence for all those in the school.	<ul style="list-style-type: none"> • Predictable, consistent support
Lesley-Anne Harrison	Excellent communication skills. Supportive of academic reps (organising events, advertising). Always helpful and efficient in replying to students.	<ul style="list-style-type: none"> • Predictable, consistent support

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, Dr Bruce Sinclair (Director of Teaching in Physics & Astronomy), and the incoming Science/Medicine Faculty President (2019/20). The following staff members were recognised for their contributions to excellent learning and teaching, and were ultimately picked as the winner of the Teaching Awards:

Table 20: Winners of the 2018/19 Teaching Awards.

Award	Winner	School/Unit
Outstanding Teacher (Arts/Divinity)	Dr Javier Letrán	Modern Languages
Outstanding Teacher (Science/Medicine)	Dr Chris Hooley	Physics & Astronomy
Dissertation/Project Supervisor	Dr Jonathan Keeling	Physics & Astronomy
Academic Mentorship Award	Dr Nick Brooke	International Relations
Postgraduate Student Who Tutors	Ravi Thakral	Philosophical, Anthropological and Film Studies
Innovative Teaching	Dr Lori Leigh Davis	Management
Commitment by a Support Staff Member	Gail Reid	International Relations



Figure 1 - Photo of the 2018/19 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 Javier Letrán - Outstanding Teacher (Arts/Divinity)

I should start this short reflective piece by expressing again how grateful and honoured I am for having been the recipient of this year's award for Outstanding Teacher in Arts & Divinity. I am very touched by the statements written by the students who nominated me, and it was great to see so many of them who decided to come to the award ceremony.

For someone like me for whom academia is a vocation, reading such strong statements from your students appreciating and valuing what you do for them on a day-to-day, year-after-year basis goes beyond the meaning of the adjective 'rewarding'. I am especially pleased to see that their comments refer to the wide range of modules that I teach in the School of Modern Languages: at Sub-honours and Honours level, language and literature, small-group and lecture-group teaching, core and optional, programme-led and research-led modules.

Perhaps the most important ingredient in the mix of what I do teaching-wise is the already-mentioned, vocational dimension of my profession. The teacher's enthusiasm, dedication and strong sense of responsibility towards his students are derived, I believe, from that vocational matrix. If you enjoy what you do, if you believe in what you do, your students will no doubt notice it (we, teachers, have been there before; we've been students in the past; in fact, I am of the opinion that good teachers are perennial students who get paid for it). As a result of that genuine enthusiasm, they will pay more attention to what you say, they will become more engaged with your subject, they will be more willing to go beyond what has been covered in class, and, as a corollary, they will learn more (and better). Along the way, they will also learn something very important in these market-driven, for-profit, pragmatic, and individually-oriented times: for a truly successful educational experience to take place, generosity is a must: what you get out of a specific course will, in all likelihood, reflect what you have contributed to that course.

To complement these general remarks, I have decided to give one practical example of what I do in one of my research-led, optional Honours modules. I have selected this module because it seems to be a module to which the majority of the students who have nominated me have referred to in their statements.

SP3147 (The Art of Subversion in Post-War Spain, 1939-1975) is an optional, research-led Honours module designed to introduce students to the complex and fascinating relations between culture and history within the context of General Francisco Franco's dictatorship, providing them with an interdisciplinary knowledge of a crucial period in the modern history of Spain.

In particular, the module aims at exploring the value of film and poetry as modes of cultural resistance to dominant political and ideological discourses. In order to do so, we focus on the work of a number of key authors in the history of twentieth-century Spanish poetry (such as Ángel González, Gloria Fuertes, José Agustín Goytisolo, or Jaime Gil de Biedma, amongst others) and cinema (such as Juan Antonio Bardem, Luis García Berlanga, Luis Buñuel, Carlos Saura, or Víctor Erice).

A central aspect of the module is its interdisciplinarity, bringing together history and politics, cinema and poetry. Perhaps one of its most ground-breaking features is the examination, under the same lens, of two artistic manifestations that are normally set apart by their intrinsic qualities and their target audiences: mass-oriented in the case of cinema, minority-oriented in the case of poetry. In this sense, an important objective of the module is to convey the idea that, though apparently very different, film and poetry share significant common ground when it comes to what I label the art of subversion: the ability to articulate creative and imaginative strategies designed to express freedom within a political context that systematically represses it.

Throughout the eleven weeks of the semester, we cover the whole dictatorship, studying film and poetry produced during the four decades that it lasted. The module is student-oriented, and its success depends very much on the fact that student numbers are capped at 12 (giving us the possibility of going up to a maximum of 14). The tutor provides general and contextual explanations, especially during the first two weeks and when introducing a new text/film, but then he mainly acts as a (very busy) orchestra conductor, actively facilitating and moderating the lively debates sparked by

the students' summatively-assessed presentations (there is usually one 15-minute presentation per class; with some weeks having 2 presentations when we have the maximum number of 14 students enrolled in the module).

There is a wealth of copyright-free primary and complementary material (film clips from documentary reels, censorship reports, excerpts from Francoist laws, newspaper articles, film and book reviews, songs, adverts, etc.) provided through Moodle, which allows me to enhance the students' learning experience by inserting the topics that we are studying within the 'reality' of the Spain of the time, as well as to generate interest and inspire research beyond what is covered in the classroom. I find Moodle –and so do students– particularly useful to help me structure the teaching effectively in a clear week-by-week basis. Apart from the classes as such, there are 5 film-viewing sessions that take place every other week. Students are always happy to volunteer and take charge of each of these sessions.

The assessment of the module, which operates on a 100%-coursework basis, comprises the following: one oral presentation (25%), one 1,500-word essay (25%), and one 3,000-word essay (50%). Students are given the freedom to choose when they would like to submit their short or long essay, that is, they can decide whether to write their long essay for deadline 1, around week 6, or deadline 2, around week 13, leaving the other deadline for the short essay). This gives them an always welcome flexibility to work around their particular timetables and hence have a chance to produce work to the best of their abilities.

Here in St Andrews we are really lucky to have students of tremendous talent. If you nourish that talent, the results are outstanding. These results have been corroborated by our external examiners, who have consistently praised the quality of this module, and the excellence of the assessed work produced by the students. Students have also been extremely generous with their feedback in end-of-year module evaluation questionnaires. I would like to finish this short report on that note of gratitude, a gratitude that is reciprocal on my part.

Dr Chris Hooley - Outstanding Teacher (Science/Medicine)

I've been lecturing at St Andrews for almost 13 years now, but every year I learn more about our students and how to teach them effectively. Building and maintaining student enthusiasm is, in my view, both key to their success and something that their lecturer is uniquely positioned to do. I was delighted to read in my nominations that I had managed to achieve this – at least for some students in the class – for a subject like condensed matter physics, which is sometimes (entirely wrongly!) considered a little dry compared to 'headline-grabbers' like particle physics and cosmology.

Enthusiasm is closely related to confidence, which – even through the imperfect medium of a full-theatre lecture – I try to take opportunities to build. Often this simply involves not underestimating people: our students are an intelligent bunch, so if one of them gives an answer that seems wrong to me I always try and invest some time in finding out why the student thought about the problem the way they did. Usually their thought process is actually perfectly plausible, and often quite ingenious! – so I try to make sure that I get that across in the subsequent discussion.

Several of the students also complimented me on the organisation of the course. This is indeed the result of conscious choice. I remember what I liked as an undergraduate: well prepared and self-contained notes, made available as early in the course as possible, so that I could work at my own pace and prioritise my time.

Mid-lecture poems, by now something of an institution, provide – in addition to their obvious cultural value – a break in the lecture during which we can take stock, and any students who have lost the thread can try to pick it up again. I'm glad to see that they were appreciated!

Ravi Thakral – Postgraduate Student Who Tutors

Every seminar room should be one which is collaborative and supportive yet also one which encourages us to challenge one another. When I see that students engage with one another in this spirit, I consider it to be amongst the most important benchmarks from the perspective of a teacher. In order to support an environment like this, I believe it is important to recognize the great diversity of our students—not only in terms of their academic backgrounds and experiences but also in terms of their personal characteristics and attitude toward study. In these remarks, I wish to highlight two approaches to meeting the diverse needs of our students which I believe help create a productive learning environment: one emphasizes the importance of maintaining an egalitarian strategy when distributing attention to students while the other emphasizes the importance of delivering course material in such a way that encourages participation and engagement.

First, I feel it is important to pay attention to the needs of every student—from the ones struggling with the material to the ones performing ahead of the rest. In my own recent experience teaching logic, I made sure to cover problems of varying difficulties while highlighting different lessons from them, each which are helpful to different groups of students. When covering an easier problem, for example, I might mention potential lessons which are relevant to those who are able to complete the more difficult problems. In this way, while I may be speaking to the whole class, there are situations where, in some sense, I am really speaking to different groups of students at different times as different remarks are directed at different students.

Second, in order to connect to a diverse range of students in this way, I believe that one role that teachers must serve is to strive to remove the auras of complexity, inaccessibility, and exclusivity that appear to initially discourage many students when encountering new material. This can be achieved in a number of ways, but I think that sometimes even just reminding students that they are capable of handling the material can go a long way. In my own recent experience, I made sure to break down complex ideas in my own way, but, importantly, I made sure to give the students ample opportunities to explain the core concepts to each other. By creating such opportunities, students are able to utilize a wider range of conceptual resources to learn the material as they together learn different ways to explain the main concepts.

I believe that these approaches support a positive and inclusive learning environment where students can develop and make real improvements. I also believe that when

we empower our students in this way, this can hopefully allow our course material to make a meaningful difference in their future endeavours.

Dr Lori Leigh Davis - Innovative Teaching

The American businesswoman and entrepreneur May Kay Ash once said “Everyone has an invisible sign hanging from their neck saying, 'Make me feel important.' Never forget this message when working with people.” This is something I adhere to in and out of the classroom. I want to ensure the students, whether first year or masters level, know how special they are. At the beginning of each semester I think it is important to learn who the students are: their names (and remember them!), where are they from and what do they hope to achieve with their degree (what is their ‘dream job?’). I try to celebrate everyone’s unique backgrounds and diversities. This provides the opportunity to later bring in case studies and current affairs, in line with the academic material, that is specific to them. Additionally, students feel valued when teachers strive to fully answer questions in class and ensure the time for office hours to help students one-one if needed. Making students feel important is the first, and most important step, for the learning process.

Secondly, learning material needs to be memorable. To do so, classes should be dynamic and engaging. Here, enthusiasm is needed! In tutorials (and even in lectures) I have incorporated team debates, card games, quiz shows, pop quizzes, songs, storytelling, small group and individual presentations. If I see students with excitement in their eyes or a smile on their lips, then I know I am continuing the robust attainment of knowledge.

Lastly, I seek to instil in each and every student a quest for knowledge and also an inherent desire to challenge prescribed views and mind-sets. Challenging the status quo requires high levels of interest and an open and frank environment in which the students are keen to question and engage. It is not just about remembering each detail of an idea, theory, model or framework. Instead; critical analysis challenges one to query the underlying assumptions, biases and inconsistencies of the topics being taught. At the heart of my teaching ethos lies a desire to make the students feel special, provide exciting learning experiences and inspire and build the capacity to think critically.

Dr Nick Brooke - Academic Mentorship

Adapting to a new teaching environment is a challenge for any academic. E-Learning is no exception and in the last three years through my involvement in the distance learning MLitt in Terrorism and Political Violence I have attempted to adapt my teaching style to account for the unique calibrations of distance learning – both the physical distance between the student and St Andrews, and the absence of a formal classroom setting. Distance learning can be daunting for all – especially for the non-traditional student who might be taking their first steps in a university setting. It was daunting for me too, dealing with students with decades of first-hand career experience on topics I was supposedly the expert in, in an oddly formal tutorial environment which restricts the opportunities for different types of teaching. I realised that I would be forced to adapt.

In the last few years my approach to distance learning has been to try to create an environment where every student on our distance-learning programmes received the same St Andrews experience as our residential students. When distinguished speakers came to share their latest research I pushed to ensure that recordings were made available for distance learning students to engage with later. Where possible I tried to ensure every new student on our programme met me prior to the start of teaching, and that they knew the whole university was open to them, even if that required a little adaptation in some cases. Where possible I tried to learn from student experiences and change my modules, and our approach, to ensure we were constantly improving. Some of the best practices I have developed in my teaching came from dealing with the challenges faced by students engaging with our courses through distance learning. As educators we learn through experience and through adaptation.

Dr Jonathan Keeling – Dissertation/Project Supervisor

Instructors are always only facilitators of learning, but in project supervision, like supervision of postgraduate students, this is clearer than in other modules. While there are elements of direct instruction (on techniques, aspects of writing, or presenting), much of what is involved is closer to coaching than to teaching. In theoretical physics, most of project work is either in pen-and-paper calculations or in coding to solve problems numerically. Unlike content in taught courses, the answers to the questions being asked are not already known, so there is a key question of how to have confidence that answers are correct. My approach has been to support students in developing this skill without myself repeating the calculations, instead focusing on helping students develop techniques to check and correct their work themselves. That is, my aim is to encourage students to interrogate their own work, and thus be able to have confidence in their results from the basis of what they have done, rather than from comparing to external feedback. While this form of interaction is likely something of wider benefit to students, it is well suited to the context of project supervision. This differs from standard modules, where most formative feedback comes in the form of identifying what is right and wrong with a set of answers, and less directly about evaluating the thought processes that led to those answers.

Identifying appropriate projects is another key component of supervision. A good project has several requirements. It should be a real research problem, to which the answer is not known. It should then contain several elements: Part of the project should be straightforward to achieve, to give security to the student that they will obtain some presentable results. Part of the project should though allow in-depth extended exploration of an open question.

Gail Reid – Commitment by a Support Staff Member

I see my job as Postgraduate taught secretary as both administrative and front facing. It's a role where I deal predominately with young adults who come from around the globe to study here for a PG Masters. Adjustment to studying in a new country, and for some, also a different culture can be daunting. I try to ensure that they are made to feel welcome and supported in the School. I do this by having an open door policy

whereby the students can drop by the PG Office anytime to ask questions. No matter what admin deadlines are going on, it's important to greet them with a smile and stay 'present' when dealing with their enquiries. It is also important to process admin tasks in a timely manner, so students do not experience any undue anxiety waiting to receive their marks, feedback or required documents.

When I see our students around the school, I try to make a point of asking them how they are getting on – I care about how they are settling in and want the department to feel like a home from home.

If it wasn't for the students, I wouldn't have a job – something that's important not to forget. It's also nice for me as I get to meet so many lovely and interesting students; some of whom I have kept in touch with after they have left St Andrews.

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. These are listed below:

- Provide guidance to students on how to write a high-quality nomination.
- Look at refining criteria for award categories and adjusting publicity plan accordingly (could include pushing themes rather than award categories and specific publicity for each category).
- Change the name of the 'Commitment by a Support Staff Member' award category to 'Commitment by a Member of Professional Services Staff'. Investigate ways of highlighting this category more (currently low numbers of nominations).
- Look at what further action could be taken as a result of the data generated by the live dashboard (in real-time and afterwards).
- Analyse the 2019/20 nomination totals in comparison with those of 2018/19 to determine whether there is an uphill trend in nominations (and why this may be).

Further Information

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

*Alice Foulis
Director of Education
June 2019*

Appendix A: Contextual school information

Table 1: Number of registered students (by FTE) by School and degree level in 2018/19.

School	Postgraduate - Research	Postgraduate - Taught	Undergraduate
School of Art History	15	40	237
School of Biology	76	19	411
School of Chemistry	138	5	309
School of Classics	18	22	171
School of Computer Science	42	105	362
School of Divinity	62	33	53
School of Earth & Environmental Sciences	19	19	123
School of Economics & Finance	4	54	398
School of English	35	47	380
School of Geography & Sustainable Development	24	26	363
School of History	71	66	543
School of International Relations	54	63	684
School of Management	19	217	385
School of Mathematics & Statistics	38	32	425
School of Medicine	29	7	515
School of Modern Languages	20	17	408
School of Philosophical, Anthropological and Film Studies	77	60	487
School of Physics & Astronomy	76	5	378
School of Psychology & Neuroscience	46	38	481
English Language Teaching		7	
Graduate School		22	
General Science Programmes			38
General Arts Programmes			70

Grand Total	860	903	7221
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Table 2: Academic and Academic Teaching Staff as at 31 May 2019

School	FTE
School of Art History	24
School of Biology	54
School of Chemistry	35
School of Classics	21
School of Computer Science	34
School of Divinity	22
School of Earth and Environmental Sciences	17
School of Economics and Finance	36
School of English	33
School of Geography and Sustainable Development	29
School of History	54
School of International Relations	49
School of Management	47
School of Mathematics and Statistics	36
School of Medicine	51
School of Modern Languages	62
School of Philosophical, Anthropological, and Film Studies	50
School of Physics and Astronomy	42
School of Psychology and Neuroscience	38