

# HASS Teaching and Learning Awards: advice for applicants

## General advice

- Write for a broad audience and avoid disciplinary jargon. Picture a reader from another school or faculty.
- It's not enough to say **what** you did. Establish **why** you did it and **how** you know it was effective.
- Use a breadth and depth of evidence from multiple sources (peer, self, assessment/outcomes, perception). Explicitly link evidence to claims.
- Find a critical friend or contact [learningdesign@hass.uq.edu.au](mailto:learningdesign@hass.uq.edu.au) for support.

## Synopsis

This will be read aloud at the awards event. Please write in the third person.

## Example narrative structure for overview

1. Your **context**.  
Tell us about the discipline, the year level, the students, something that puts us in your picture.
2. A **startling** statement about your teaching or program.  
What makes your teaching or program different? What do you believe about teaching?
3. **Examples** of actions/ behaviours that typify your startling statement.  
How is your teaching or program different?
4. The **implications** of your actions.  
What happens for your students because of what you do?

## For selection criteria

Does your response:

- ☐ Describe your practice in way that makes sense to someone from another school?
- ☐ Give the reader an insight into what it is like for students / participants in 'the room'?
- ☐ Explain the impact on learning?
- ☐ Include a breadth and depth of data from multiple sources?
- ☐ Include recognition from peers?
- ☐ Explicitly link evidence to claims?

## Potential sources of evidence

### Systems data

- SECaT scores – over time, across subjects
- SECaT comments
- Trends in grade data
- Student achievements or outcomes (employment, further study, awards & prizes)

### Scholarship

- Relevant scholarly literature and learning theories
- Contribution to teaching and learning conferences, workshops, committees, events
- Influence on colleagues in or beyond your school
- Previous awards or grants

### Informal data

- Informal student surveys or polls
- Solicited or unsolicited student comments – emails, letters
- Feedback from employers of graduates
- Peer feedback
- Classroom observation