

Framework for evaluating learning and teaching (V6 June 2010)

This framework has been developed:

- to assist staff who are preparing for academic promotion to identify areas of contribution and achievement;
- to provide a guide for academic career development in the context of the Professional Development Framework; and
- to assist staff to enhance their learning and teaching practice through the PRPD process using the categories of the framework as the basis for professional development activities.

To make the best use of the Framework, for academic promotion:

- 1 Describe the context in which your learning and teaching activities are carried out (such as teaching outside your area of expertise, multi-modal or multi-disciplinary teaching activities, etc).
- 2 Show how your learning and teaching activities are linked and contribute to CQU strategic directions and the goals in the Management Plan for Learning and Teaching, as well as your Faculty/Divisional/Directorate operational plan.
- 3 Use the Framework as a guide – there is no requirement to address every category or use the headings in this document.

Additional information that may be helpful in using the Framework

Seven Principles for Good Practice (Chickering and Gamson, 1987)

Good practice:

1. Encourages contact between students and staff
2. Develops reciprocity and cooperation among students
3. Encourages active learning
4. Gives prompt feedback
5. Emphasises time on task
6. Communicates high expectations
7. Respects diverse talents and ways of knowing

Principles of good evidence (based on Ewell, 2002)

Good evidence is:

1. Relevant Evidence is clearly related to the claim being made
2. Verifiable Sufficient information is available to allow corroboration of claim
3. Representative Evidence is typical of the situation or condition and does not represent an isolated case
4. Cumulative Evidence comes from more than one source (triangulation)
5. Actionable Evidence provides guidance for action and/or improvement

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(Adapted from McAlpine and Harris, 2002)

Category	Subject expertise	Curriculum design	The learning environment	Management /Facilitation
Definition	Expertise in the field or discipline	Conceptualization, design and planning of the curriculum at course and /or program levels	Implementation of the curriculum including teaching and assessment strategies in different modes to create an effective learning environment	Management of classes, courses, programs, teaching teams in different modes
Sample criteria (aspects of the specific categories which could be evaluated)	Formal qualifications Currency of discipline knowledge Industry experience Cross disciplinary experience	Course, program organization; quality of content; articulation of learning objectives and assessment methods; design of learning materials; application of 7 Principles for Good Practice in course design; evaluation and continuous improvement plan; adoption of new curriculum designs	Use of learning resources; assessment practices; student outcomes; application of 7 Principles for Good Practice; incorporation of peer and student feedback; adoption of new teaching and / or assessment strategies; team teaching	Course / program management structures; management of course / program information; co-ordination of teaching teams
Types of evidence (examples of evidence)	Award testamur; course materials; feedback / reference from industry and / or recognized discipline bodies; conference papers / publications in the discipline including in the learning and teaching of the discipline; invitations to act as examiner of dissertations / theses	Course profiles; student feedback; samples of learning materials; assessment tasks; benchmarking report; accreditation report; peer review; evidence of incorporation of peer and student feedback; adoption or adaptation of curriculum by others	Student feedback; peer observation report; student progression rates; student learning outcomes; student achievements such as awards and scholarships; evidence of incorporation of peer and student feedback; adoption or adaptation of teaching strategies and /or resource materials by others	Student feedback; peer observation report; team feedback; 360 degree feedback
Sources of evidence	Self, peers, research supervisor, previous employers, industry sources	Self, students, peers, supervisor, accreditation panel	Students, peers, supervisors, others such as employers / professional bodies	Students, peers, Supervisor, industry sources

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	Coaching/ Mentoring	Professional development	Academic leadership
Definition	Coaching and mentoring of students at different levels and in different modes	Engagement in professional development to support and enhance learning and teaching	Provision of academic leadership in support of learning and teaching locally, nationally and internationally
Sample criteria (aspects of the specific categories which could be evaluated)	Coaching / mentoring approach; quality of student theses/ dissertations; application of 7 Principles for Good Practice in coaching / mentoring	Understanding of the purpose and value of the Scholarship of Learning and Teaching; undertaking SoLT activities; participating in improvement activities; reflecting on practice; undertaking/ completing a learning and teaching award program	Support for discipline / institutional learning and teaching efforts; mentoring of colleagues – less experienced and / or those wishing to change / improve practice; national and international contributions to learning and teaching
Types of evidence (examples of evidence)	Student feedback; student completion rates; student employment rates; student further study	Extract from teaching portfolio; learning and teaching project outcomes; refereed publications and conference proceedings on learning and teaching; funding proposals for teaching innovation and/or educational research	Extract from teaching portfolio; contributions to discipline / institutional learning and teaching committees; feedback from mentees; involvement on organizing committees for national /international conferences on learning and teaching; invitations to join relevant national / international bodies involved in learning and teaching; invitation to assess learning and teaching grant application e.g. ALTC; participation in learning and teaching reviews at other organisations
Sources of evidence	Students, peers, external examiners, supervisor	Self, peers, supervisor	Self, peers, mentees, supervisor

References

- Chickering, A. W., & Gamson, Z. (1987). Seven principles for good practice in undergraduate education, *AAHE Bulletin*, 39(7), 3-7.
- Ewell, P. (2002). *Evidence guide: A guide to using evidence in the accreditation process*. Alameda, CA: Western Association of Schools and Colleges.
- McAlpine, L., & Harris, R. (2002). Evaluating teaching effectiveness and teaching improvement: A language for institutional policies and academic development practices. *The International Journal for Academic Development*, 7(1), 7-17.