



## Maynooth University Teaching Award 2021–2022

### Information and Guidelines

---

#### Introduction

The Dean of Teaching and Learning is pleased to introduce the Maynooth University Teaching Awards 2021–2022. The aim of the awards is to recognise those individuals and teams that demonstrate excellence and innovation in teaching that has a transformative impact on student learning, engagement, and participation.

Maynooth University offers its students an exceptional educational experience that enables them to reach their full potential as students and as individuals. A key strength of our University is its strong community that fosters an open, supportive, and flexible learning environment. This award aims to recognise staff that go above and beyond the normal expectations of their role in enabling this educational experience.

#### Award Categories and Eligibility

Awards are available in both individual and team categories.

##### Maynooth University Award for Teaching Excellence:

University staff (full time and part time) who are engaged in teaching are eligible for nomination for this award. Nominees must be engaged in teaching in the University in the academic year in which they are nominated. Recipients of the Award are not eligible for re-nomination for an individual award within 6 years of receiving the Award (but could be nominated as part of a team).

Recipients of this award will receive a grant of €2,000 to be used in the further development of teaching, learning, assessment and/or student engagement activities.

##### Maynooth University Team Award for Teaching Excellence:

A staff team can also be nominated for an Award. A team can be made up of collaborating academic and/or teaching support staff engaged in a specific innovative teaching, learning and assessment initiative that impacts learning and engagement. Nominees must be engaged in teaching in the University in the academic year in which they are nominated. A team in receipt of this award is not eligible for re-nomination within 6 years of receiving the Award (but a team member may be nominated for an individual award).

A team in receipt of this award will receive a grant of €2,000 to support further development of teaching, learning, assessment and/or student engagement activities.

## Outline of Process

The following outlines the various steps and elements of the Teaching Awards process:

- The Dean of Teaching and learning will invite nominations from staff, students, and recent graduates via relevant communications.
- Initial nominations are submitted via a short nomination form (300 words).
- Nominated individuals and teams are invited to submit a one-page outline using a provided template.
- Submissions are reviewed and shortlisted by the MU Teaching Awards Committee.
- Shortlisted individuals and teams are then invited to submit a portfolio demonstrating their approach to teaching, learning and assessment using a given guide and template.
- The Committee would expect to recommend approximately three Maynooth University Teaching Awards in total per academic year and has the discretion to award additional awards where appropriate.
- Award recipients are announced, and the awards are presented by the President.
- Recipients of the Award will have the opportunity to share their teaching practice/approach with staff of the University.

## Portfolio outline

Once shortlisted, nominees will be invited to submit a portfolio which will include a written statement (maximum 1000 words) and can be supported by evidence such as:

- student feedback
- module or teaching evaluations
- peer testimonials
- evidence of innovative approaches to teaching and learning
- evidence of impact on the student learning experience
- video evidence (maximum of 5 mins)
- relevant publications (alternatively these can be referenced to save space)
- examples of student assessments or projects
- other appropriate evidence.

There is a word limit of 1000 words for the written statement and a restriction on supporting documents. A separate guide will be given to those invited to submit a portfolio.

## Review Process and Criteria

### Teaching Awards Committee:

All nominations and submissions will be reviewed by an Award Committee comprised of the following:

- The Dean of Teaching and Learning (Chair) (or nominee)
- A representative of the Students' Union (VP Education or nominee)
- Three Faculty Deans (or nominees)
- The Director of the Centre for Teaching and Learning (or nominee)
- An external reviewer (a senior academic with relevant experience in T&L)

## **Review Criteria**

The Awards Committee will review each submission based on evidence of excellence and innovation in teaching, learning and assessment that makes a marked impact on student learning and engagement and includes examples of activities and efforts that go beyond the normal expectations of the role. The Committee will review submissions against the following broad criteria

- Impact of teaching approach on student learning and engagement
- Quality of teaching and Professional Development
- Collegiality/Leadership
- Curriculum Design and Development
- Scholarly and evidence-based approach to teaching practice

A strong submission would do the following:

- Demonstrate teaching and support activities and actions that are innovative and creative and go above and beyond the expectations of their role.
- Give clear examples and evidence from practice of how their approach has a transformative impact on student learning and engagement.
- Show that they employ sound principles and recognise good practice in their pedagogical approach to teaching, learning and assessment.
- Demonstrate their critical reflection on practice and their subsequent action to develop their practice and professional development as a higher education teacher.
- Demonstrate commitment to aligning their teaching practice to sound curriculum design and student-centred teaching and learning goals and outcomes.
- Evidence a collaborative approach to developing their teaching practice and sharing and disseminating learning and findings with colleagues.
- Show their engagement in research and scholarship to enhance teaching and learning within their own disciplines and/or across disciplines as part of their own professional development.
- Demonstrate an evidence-based approach to their teaching practice.

## **Guiding Indicators of Excellence in Teaching, Learning and Assessment Practice**

University teaching and learning involves very different disciplines, contexts, and students, and therefore the application of rigid, standardised assessment criteria would be restrictive. As such, the following list is offered as a guide to what excellence in teaching looks like and can act as a prompt to support the completion of submissions.

- Use of methods that encourage students to become independent, critical thinkers.
- A recognition and understanding of the diversity that exists within one's own teaching context and discipline and the barriers to learning that might exist.
- Approaches that recognise the diversity of one's students and foster equal opportunity for student learning, assessment, and creativity.
- Relevant and effective use of digital technologies to drive and enhance teaching, learning and assessment.
- A recognition of one's own values and underlying philosophy and principles of teaching and that of their department/discipline.
- An ability to show empathy, respect, and support of all students in their learning journey.

- An ability to deliver learning topics with passion and confidence and in doing so instil these attributes in their students.
- Design and planning of teaching that has pedagogical purpose, acknowledges student needs and creates realistic opportunities for students to demonstrate their learning and progress.
- Use of content and resources that align to contemporary theory and practices relevant to the discipline area.
- Use of creative assessment approaches that both drive learning and assess achievement of set learning outcomes and goals both during learning (formative) and at the end (summative).
- Use of good practice in giving timely and constructive feedback to students that can be used to reinforce learning and as a guide to future performance.
- An ability to reflect honestly and critically on one's own practice with a view to continuous professional development.
- Use of continuous and summative evaluation of one's own teaching practice in order to develop as a higher education teacher and enhance the learning opportunities of students.
- Engagement in the scholarship of teaching, learning and assessment with a view to investigating, researching, and reporting and sharing findings.

### Key Dates:

Early November 2021	Launch and Call for nominations
End December 2021	Deadline for nominations
Early January 2022	Invitations to participate (summary submission by mid-January)
Mid January 2022	Shortlisting and invitation to submit portfolios
Mid March 2022	Deadline for receipt of portfolios
Late March to April 2022	Review and recommendations
May 2022	Awards Presentation

### Further Information

For further information, please contact [teachingawards@mu.ie](mailto:teachingawards@mu.ie).