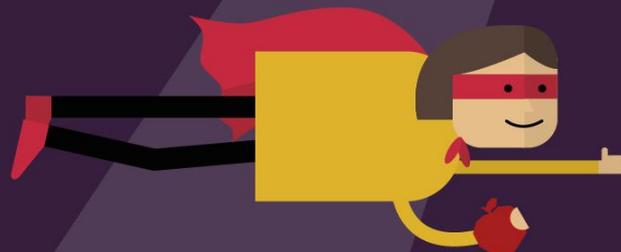


Edinburgh
University
Students'
Association

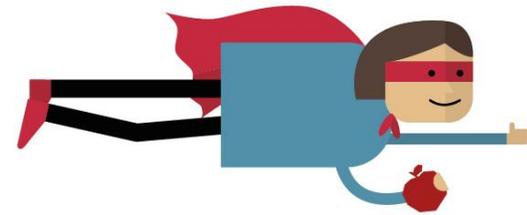


TEACHING
AWARDS 



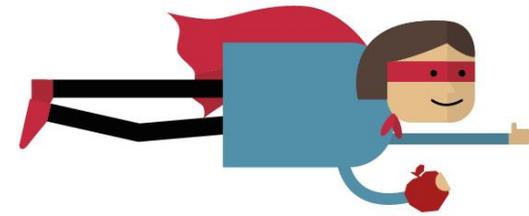
**WHAT DOES GOOD TEACHING
LOOK LIKE TO STUDENTS?**

**An analysis of Teaching Awards
nomination data**

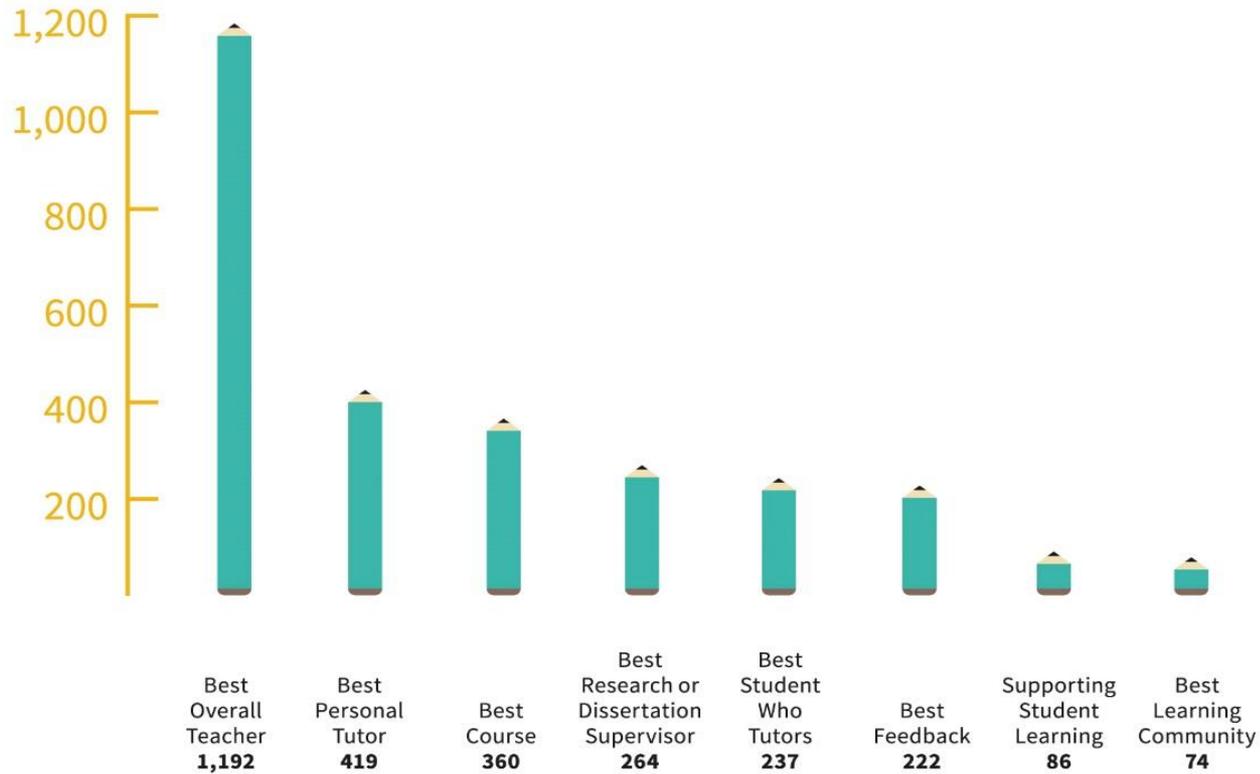


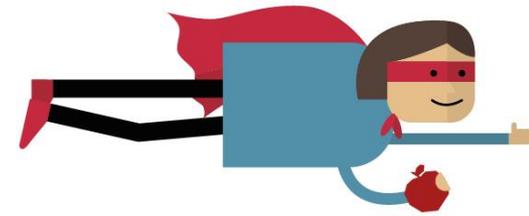
Teaching Awards Background

- Our Teaching Awards are the longest-running in the UK, now starting our 10th year
- We normally receive 2,000 – 3,000 open-ended nomination comments from students
- In 2014/15, there were eight award categories:
 - Best Overall Teacher
 - Best Feedback
 - Best Personal Tutor
 - Best Student Who Tutors
 - Best Research or Dissertation Supervisor
 - Best Support Staff
 - Best Course
 - Innovative Assessment



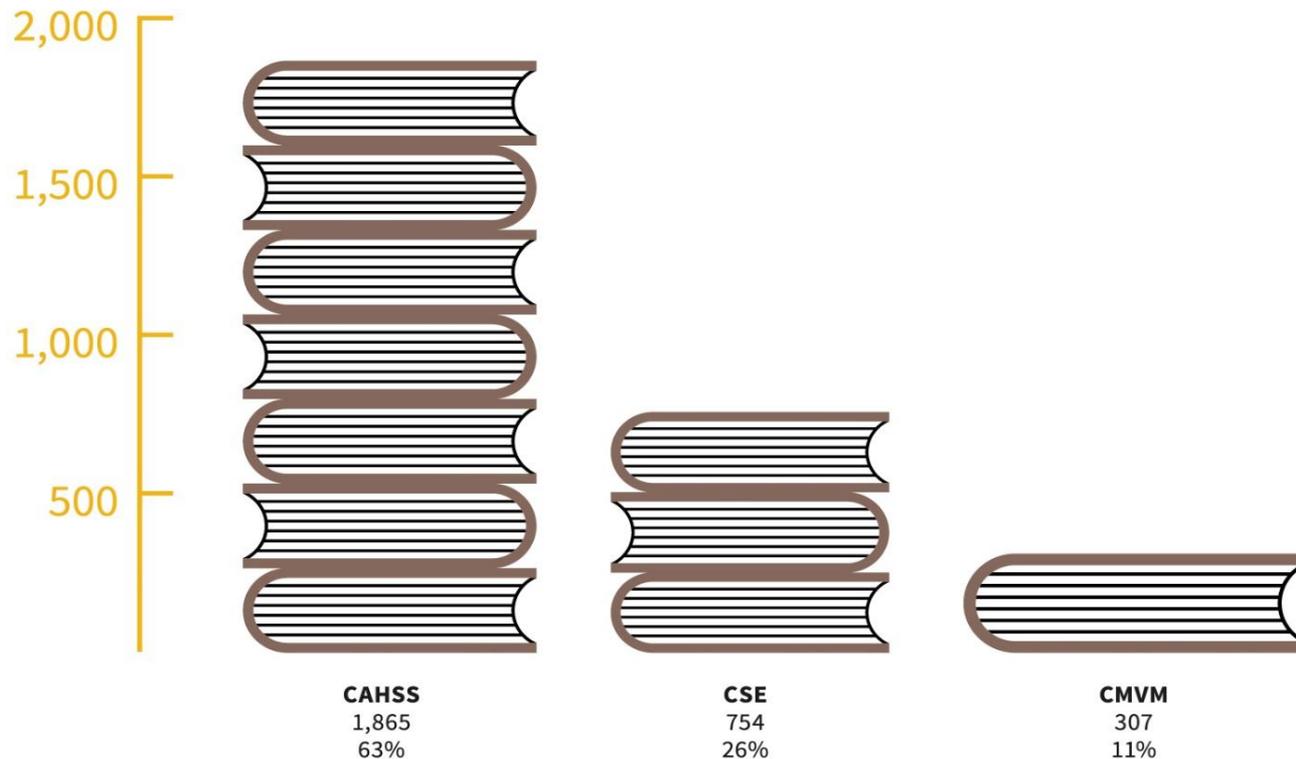
Teaching Awards Nominations by Category





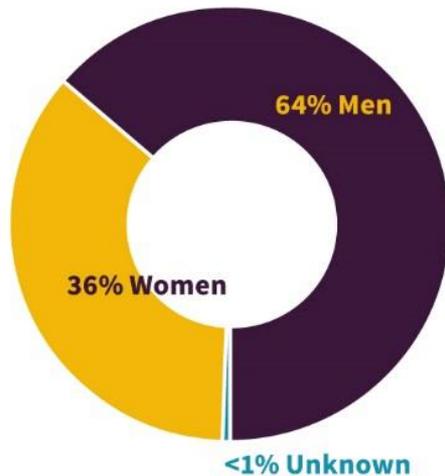
Teaching Award Nominations Distributed Across All Colleges

- This is roughly in line with the student populations of each College

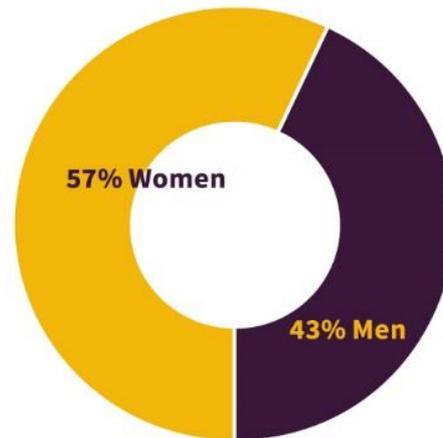


Gender Breakdown of Nominations

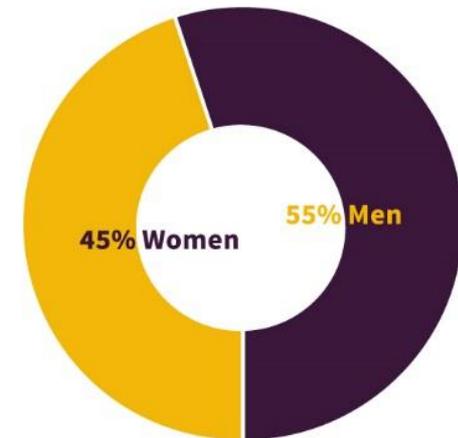
**Total Nominations
Received Segmented
by Gender (2014-15)**

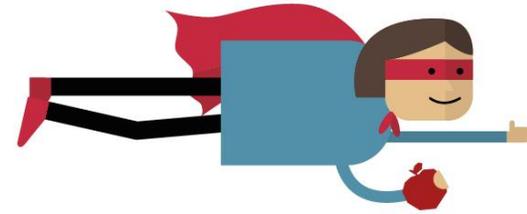


**Shortlisted Staff
Segmented by
Gender (2014-15)**

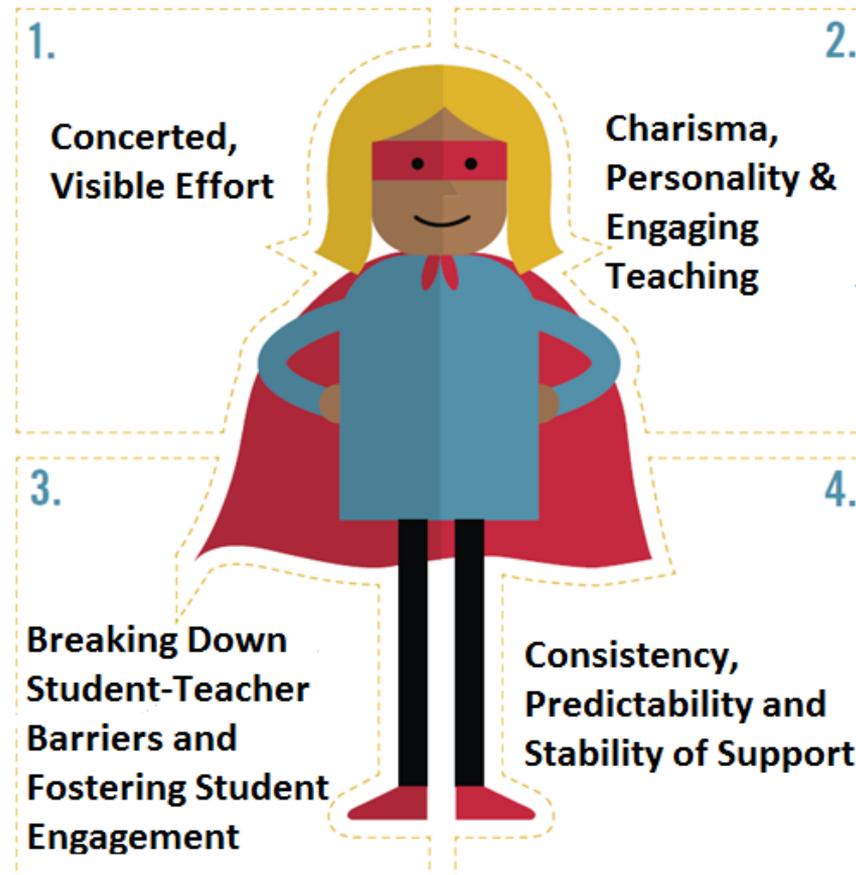


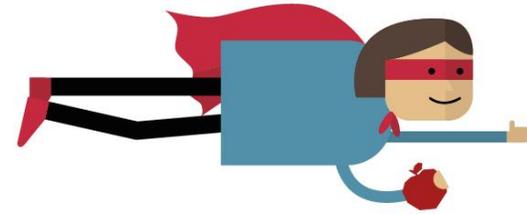
**Winning Staff
Segmented by
Gender (2014-15)**





Four key themes in student perceptions of excellence in teaching and supporting students' transitions



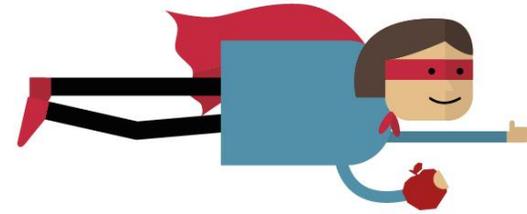


Theme 1: Concerted, Visible Effort

- This theme highlighted staff effort in areas including:
 - feedback on students' work
 - acting on student feedback to improve the course material, delivery and/or learning community
- Students felt that these staff were approachable and prioritised students
- These staff helped students with transitions by:
 - Improving students' future work through quality and quantity of feedback that provide opportunities for 'feedforward'
 - Showing it is ok not to know all the answers, following up on student questions if they did not know the answer
 - Providing transparent goals for classes and showing how each class fits into a holistic view of the course as a whole

"She routinely gives over a page long of feedback, explaining strengths, weaknesses, and ways of improving. She gives students additional opportunities for feedback with formative assessments... Her feedback has helped me achieve the highest grades I've ever received and helped me get the most out of this course."

Student nomination comment for
Lynne Copson, winner of the 2014-15
Best Feedback Award

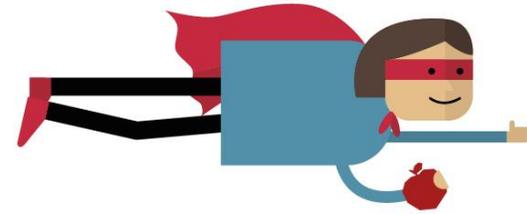


Theme 2: Charisma, Personality and Engaging Teaching

- Students highlighted the importance and impact of teachers who:
 - are engaging, exciting and energetic
 - demonstrate care for students, a passion for teaching and up-to-date subject knowledge
- These staff helped students with transitions by:
 - facilitating student engagement in interactive lectures including groupwork and problem-solving
 - including examples from the teacher's own research, real-life examples or perspectives on exciting developments in the field
 - stimulating students' further interest in the academic subject
 - inspiring students to pursue a new research project, secondary degree, or career in the lecturer's field

"The exercises she had us do in class were fresh and thought provoking. I really enjoyed how she makes a point to talk to the students and to encourage further learning. Her welcoming personality made me feel comfortable in class... It's very obvious that she's very invested in teaching and cares a lot about her students."

Student nomination comment for Amy Chandler, runner up for the 2014-15 Kendall Award for Teaching in Medicine

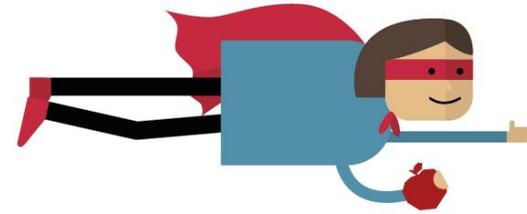


Theme 3: Breaking Down Student-Teacher Barriers and Fostering Student Engagement

- Students highlighted the importance of teachers getting to know students as individuals and showing them care and respect:
 - developing a strong academic community
 - providing personalised feedback and support
 - working in partnership with students by listening and acting on student feedback
- These staff helped students with transitions by:
 - ensuring all students develop confidence and feel comfortable participating in discussions
 - developing shared ownership over the learning experience as active learners by including student-led seminars or presentations, deciding on their own assessment topics, or co-creating elements of the curriculum

"I loved how every week was different and you never quite knew what was going to happen... For example we were asked to act as policy makers in a nuclear war simulation and write a 'last order' to be locked on a nuclear submarine... For the feedback session we could give anonymous feedback on the course and Malcolm wrote an informative weekly blog entry in which he reflected about each week's class."

Student nomination comment for Malcolm Craig's course *The Nuclear Cold War in Policy and in Public (1945-1989)*, winner of the 2014-15 Best Course Award



Theme 4: Consistency, Predictability and Stability of Support

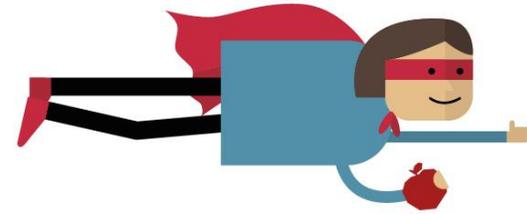
- Students highlighted the importance of predictability and stability of support from staff by:
 - 'always' being there for students
 - demonstrating a proactive and positive attitude
 - communicating transparent expectations and (where needed) support services available
- These staff helped students with transitions by:
 - demonstrating availability and approachability
 - organising scaffolded lectures with clear themes and content that builds
 - ensuring transparency, consistency and fairness
 - developing students' resilience to overcome personal struggles that affect the academic experience
 - encouraging students to persevere with their studies

"He prepared practice exam questions (on top of past exams) and told us to submit the answers for feedback... He will always try to provide us tricks on how to approach complicated concepts from an intuitive perspective... He has a mid-semester course survey so we can provide anonymous feedback on how the course is going... He would always include a little puzzle related to what we were learning!"

Iain Murray, winner of the 2014-15 Van Heyningen Award for Teaching in Science and Engineering

Students' Association Recommendations

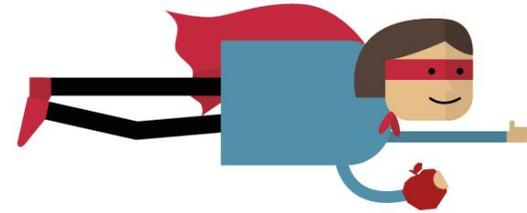
- A. Continue to work to develop a strong sense of academic community within each subject area
- B. Include students more actively in pedagogical discussions to increase transparency, accessibility and inclusion by showing students that they are partners in learning and teaching.
- C. Make time for students within working hours.
- D. Engage with the University's Athena SWAN Institutional and School Self-Assessment Teams to identify ways to integrate the Teaching Awards into wider discussions around recognition and reward for women staff. The University should also consider how the Teaching Awards data may be used in the future to look at the extent of racial equality in the institution.
- E. Place greater emphasis on the Best Support Staff Award to increase nominations and recognition of the University's professional and support staff, and especially women staff members.
- F. Continue to support postgrad tutors and work to ensure consistency of roles across each College, and pay tutors adequately.
- G. Continue to provide regular training and support to personal tutors and research supervisors, particularly relating to supporting students with mental health issues.



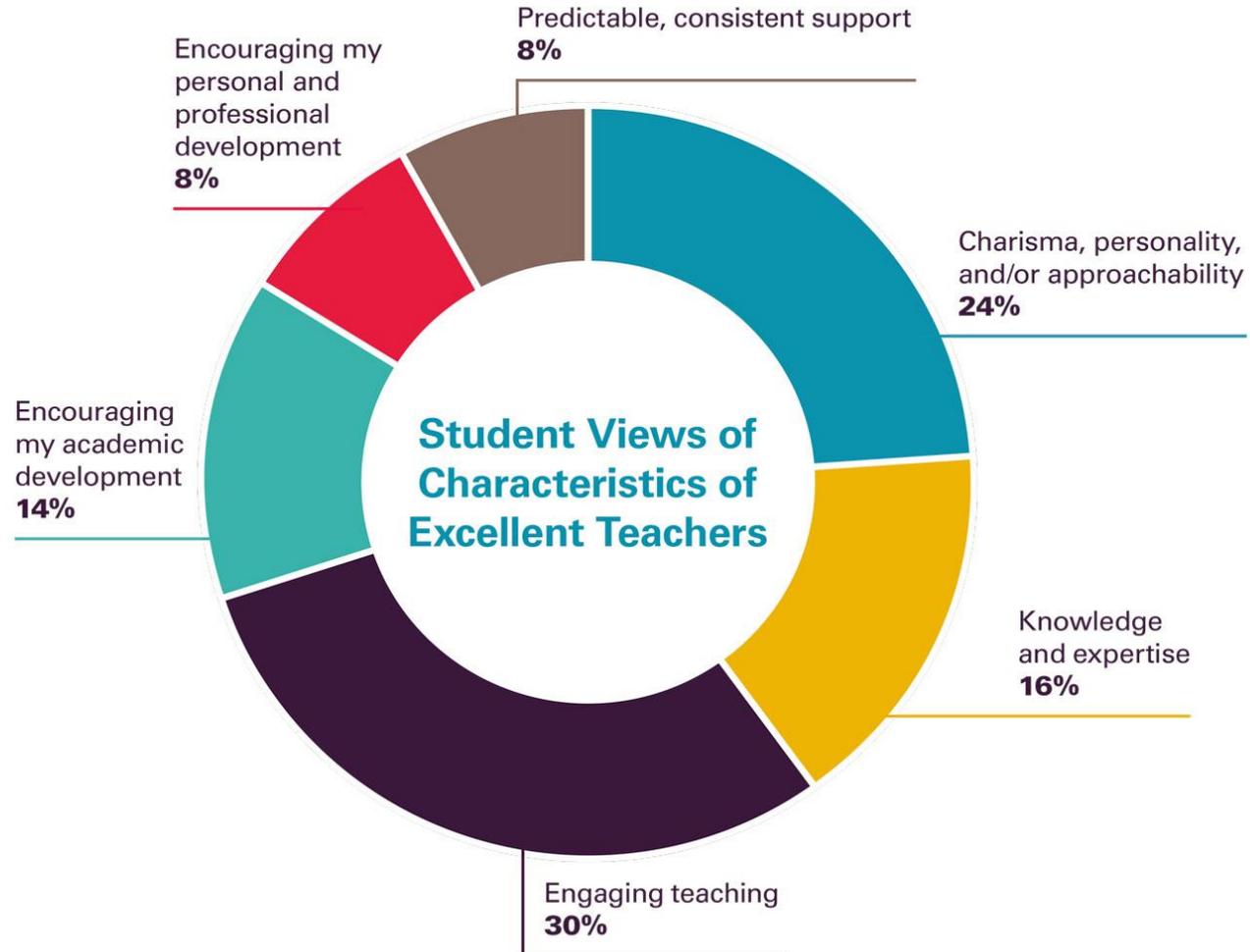
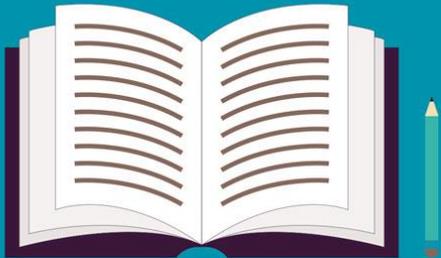
2016-17 Teaching Award Nominations

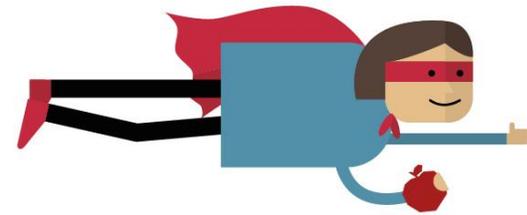
A total of **2,412**
student nominations
were received between
August 2016 and
March 2017





THIS YEAR'S NOMINATION TRENDS



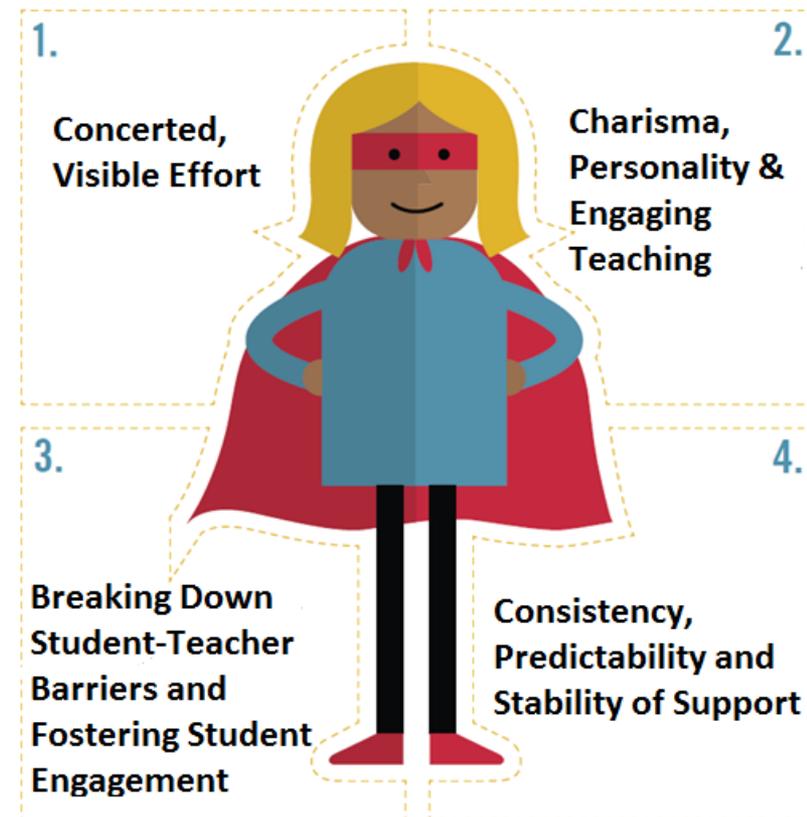


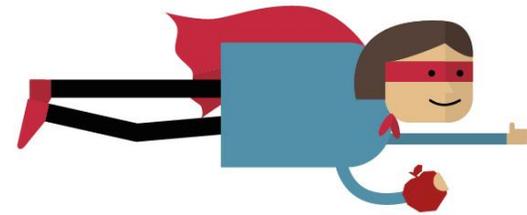
Themes from 2016-17 Teaching Award Nominations

This year we saw a continuation of the main four themes of last year.

Interesting sub-themes emerged this year:

- **Technology**
- **Innovative Teaching**
- **Engaging the Unengaged**





Thank you!

The full report 'What Does Good Teaching Look Like to Students: An Analysis of Teaching Award Nomination Data' is available via

www.eusa.ed.ac.uk/teachingawards on the Teaching Awards Research tab.

