



NWU TEACHING AWARDS

UNIVERSITY TEACHING EXCELLENCE AWARDS (UTEA)

This prestigious award can be awarded to the two top scholars of teaching and learning at of NWU. The recipients of these awards will be the teaching learning ambassadors for NWU in the national and international teaching space.

FACULTY TEACHING AWARD

The Faculty Awards are tailored and unique to the teaching and learning context of each faculty at NWU on an annual basis. The diverse perspectives are exposed to students, curriculum, and infrastructure developments within a given context. This award only applies to permanent and fixed-term staff members.

TEACHING WITH ICT AWARD

This award acknowledges excellent and innovative ways in which existing or new Information and Communication Technologies (ICTs) are used to enhance effective teaching and engaging learning.

INNOVATION IN TEACHING AND LEARNING AWARD

An award to recognise a higher education teacher who has introduced innovative approaches in teaching and learning in the pursuit of teaching excellence and student enhancement.

TEAM TEACHING AWARD

The team teaching award recognises, acknowledges and rewards outstanding collaborative teaching and learning efforts by two or more individuals, working together to take responsibility for the planning, content and/or curriculum development, teaching and assessment in the Undergraduate, Honours, or Structured Masters module.

BLENDED TEACHING AWARD

This award recognises the exceptional efforts and achievements of university teachers who have demonstrated exemplary blended learning pedagogies and methodologies.

NOVICE TEACHER AWARD

This award acknowledges and recognises the excellent contribution of the top five new and early career academics appointed at NWU for less than three years.

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CTL AWARDS WORKGROUP



DR ESMARIE STRYDOM
Director: CTL -
Special Projects
and Research



MS MONIQUE KOETAAN
Team Coordinator,
University Teaching
Excellence Award
(UTEA) Coordinator
Innovation in Teaching
and Learning Award
Coordinator



DR RAYMOND EMEKAKO
Faculty Teaching
Awards Coordinator



DR MANUELA FERNANDES-MARTINS
Novice Teacher
Award Coordinator



MS SANTIE PEENS
Administrator
NWU Teaching Awards



MS ROBYN BUNT
Blended Teaching Award
& Teaching with ICT
Award Coordinator



DR SONJA VAN DER WESTHUIZEN
Team-Teaching Award
Coordinator



1. FACULTY TEACHING AWARDS

OVERVIEW

Number of awards: *Faculties will be informed of the pro rata allocation for the academic year.*

The purpose of the Faculty Teaching Award is to acknowledge exemplary individual or team teaching practices in each faculty. This award can be tailored to suit the different faculties' teaching and learning identity within the NWU context. The Faculty Teaching Awards takes place annually and participants of these awards are dependent upon the size of a faculty in terms of the number of permanently appointed academic staff and allocated institutional funds.

REQUIREMENTS

The nature of the Faculty Teaching Award provides opportunities for recognising and rewarding exemplary teaching staff who are able to display their discipline, as well as production and delivery of knowledge, in the teaching and learning context as an institution of higher learning in South Africa. Eligibility for participation takes this context into consideration. The conditions for the Faculty Teaching Award explains the participation criteria. Applicants to participate in the process annually must meet the participation prerequisites.

The conditions set for the Faculty Teaching Award include:

- A participant must provide evidence of a minimum of three years permanent employment (with a teaching profile/ assignment) at the North-West University.
- To participate in this process, potential applicants must provide either a certificate indicating the completion of the NWU academic induction program or a cover letter from CTL indicating completion of such a program.
- Participants in this award, in any current year, cannot partake in any other NWU teaching recognition awards in the same academic year.
- An application form to participate in the Faculty Award must be approved by the School Director of the school in which the applicant teaches.
- An approved applicant may not be a member of any evaluation panel of the NWU teaching recognition awards in the same academic year.
- Participants (awarded the Faculty Award) are eligible to participate in the Faculty Award every third year. If they participate in 2021, they can only participate in 2024.
- Previously unsuccessful participants in the Faculty Award may apply to participate in the following year.
- Proof of teaching experience is not limited to NWU.

CRITERIA

On a specified date, determined by the Faculty (see table), the participant must submit a reflective portfolio based on the following criteria:

A teaching statement of two-pages (or with a word count of up to 1000 words)

A teaching (philosophy) statement is a purposeful and reflective essay regarding the participant's teaching beliefs and classroom practices. The teaching statement is an individual's narrative that not only includes beliefs about the teaching and learning process, but it also contains examples of the ways in which the participant enacts these beliefs in the classroom. Similarly, a teaching statement can address any, or all of the following: Your conception of how learning occurs. This may typically include, a description of how your teaching facilitates student learning; a reflection of why you teach the way you do - are you guided by a single learning theory or multiple theories? This may also include the goals you might have for yourself and for your students; how your teaching enacts your beliefs and goals; what, for you, constitutes evidence of student learning; the ways in which you create an inclusive learning environment as well as your interests in new techniques, activities, and types of learning.

Your reflection on student learning

This can be attained through a variety of means. For example, student feedback from the CTL "student lecturer experience survey"; faculty-based student survey on teaching experiences for different modes of teaching and learning as well as formal and/ or informal student qualitative feedback.

Lecturer peer evaluation

This is a formal document providing information based on class observation regarding areas of strengths and weaknesses, which may require further professional development. Peers in the same discipline will provide this document (and may preferably include an academic developer from the Centre for Teaching and Learning).

Reflection on teaching practices

Each participant is obligated to produce a 10-minute video in which he/ she reflects upon their teaching practices. This needs to be supported through the evidence of preparation for class, how teaching and engaging students is facilitated, assessments and feedback, incorporating and choosing technology as well as the use of the LMS. Information on the curriculum, pedagogy, and assessment practices can be included in this video.

Faculties to determine a criterion that represents "faculty uniqueness"

Faculties may add a criterion, approved by the Faculty Board, which directly relates to faculty or subject specific modes of teaching.



2. TEACHING WITH ICT AWARD

OVERVIEW

Number of awards: *There is one award per year for this type of award.*

The purpose of this annual award is to acknowledge excellence in the innovative way of using existing, or new information and communication technologies (ICTs) to enhance effective teaching and engaging learning, through pedagogy and the integrated use of technology. Innovative teaching and learning with ICTs may include the use of new instructional technologies or the use of traditional technologies in creative ways, fit for the purpose of engaging students effectively in the learning process.

REQUIREMENTS

The nature of the Innovative Teaching and Learning with ICT Award provides opportunities for recognising and rewarding teaching staff who are able to demonstrate how innovative and creative teaching and learning with technology in their discipline, is used to engage students effectively in the learning process in the teaching and learning context. Applicants must submit evidence of the innovative use of ICT, as well as the benefits for teaching and student learning. The possible types of evidence include: case studies, exam results, internal and external evaluations, student feedback and focus groups, system logs or other statistics and anecdotal evidence from both students and staff. A description of the lecturer's own experience will not suffice. An evaluation rubric and criteria will be provided to evaluation panels and candidates. Participants must submit a reflective e-portfolio with supported evidence.

Submission will be judged by the following criteria:

- Evidence of a minimum of three years' permanent employment (with a teaching profile/ assignment) at the North-West University.
- To participate in this process, potential applicants must provide either a certificate indicating the completion of the NWU academic induction program, or a cover letter from CTL indicating the completion of such a program.
- Participants may only participate in one of the NWU teaching recognition awards in a specific academic year.
- An application form to participate in the Innovative Teaching and Learning with ICT Award must be approved by the School Director of the school in which the applicant teaches.
- An approved applicant may not be a member of any evaluation panel of the NWU teaching recognition awards in the same academic year.
- Participants (awarded the Teaching with ICT Award) are eligible to participate in the Teaching with ICT award every third year. This means that if you participate in 2021, you can only participate in 2024 again.
- Previously unsuccessful participants in the Teaching with ICT Award may apply to participate in the following year.
- The innovative and ICT practice must have been implemented within the past two academic years.

CRITERIA

On a specified date, determined by CTL (see table), the participant must submit a reflective portfolio which is be comprised of the following criteria:

A clear description of ICT innovations for teaching and learning implementation

The ICTs for teaching and learning must have been implemented and the ways in which it is innovative and different from other e-learning implementations, should be described. This may typically include a description of the planning, redesign, development, execution and assessment of student learning and the ways in which you have created an inclusive learning environment through the implementation of new instructional technologies, or the use of traditional technologies in creative ways, fit for the purpose of engaging students effectively in the learning process.

Pedagogical idea or teaching-learning objective

The project must clearly demonstrate the involvement of a pedagogical idea or educational objective. The pedagogical foundation must be presented, as well as how the technology-enhanced learning activities are aligned with, or connected to other learning activities.

Description of technology selection

The information technology/technologies used can be proprietary, open source, a web2.0/social software application or self-developed. However, the choice of technology must be explained in terms of how this technology provides added value to the specific teaching and learning activities.

Direct and indirect evidence of the value/usefulness and benefit of the developed ICT innovations and their effectiveness in improving student learning

Applicants must submit some form of evidence of the benefits. The types of evidence to illustrate the benefits that have been achieved might include case studies, exam results, internal and external evaluations, student feedback and focus groups, system logs or other statistics and anecdotal evidence from both students and staff.

Clear description of teaching context in relation to the ICT innovation

This may, for example, include descriptions of the group/module/context within which the innovative and different forms of technology-enhanced teaching and learning have taken place.

Demonstration of ICT integration

Each participant is obliged to produce evidence/a demonstration of the ICT innovation integration for evaluation. The evidence can take the form of a link, video or recording.



3. INNOVATION IN TEACHING AND LEARNING AWARD

OVERVIEW

Number of awards: *There is one award per year for this type of award.*

The purpose of the annual Innovation in Teaching and Learning Award is to recognise a higher education teacher who has introduced innovative approaches and practices in teaching and learning, in the pursuit of teaching excellence and student enhancement. Innovation can encompass anything from introducing new teaching methods or strategies to creating innovative learning opportunities for students.

REQUIREMENTS

The Innovation in Teaching and Learning Award provides opportunities for recognising and rewarding exemplary teaching staff who are able to demonstrate innovative delivery of knowledge to/ from students in their discipline within our teaching and learning context as an institution of higher learning in South Africa. Eligibility for participation gives consideration to this context. The conditions cover participation criteria. All these requirements must be met to participate in the process.

The conditions set for the Innovation in Teaching and Learning Award includes:

- A participant must provide evidence of a minimum of three years permanent employment (with a teaching profile/ appointment) at the North-West University.
- Potential applicants must provide either a certificate indicating the completion of the NWU academic induction program, or a cover letter from CTL indicating the completion of such a program.
- Participants may only participate in one of the NWU teaching recognition awards in a specific academic year.
- An application form to participate in the Innovation in Teaching and Learning Award must be approved by the School Director of the school in which the applicant teaches.
- An approved applicant may not be a member of any evaluation panel of the NWU teaching recognition awards in the same academic year.
- Participants (awarded the innovation in teaching and learning award) are eligible to participate in the Faculty Award every third year. This means that if you participate in 2021, you can only participate in 2024 again.
- Previously unsuccessful participants in the Innovation in Teaching and Learning Award may apply to participate in the following year.
- The innovative practice must have been implemented within the past two academic years.

CRITERIA

On a specified date, determined by the NWU Teaching Recognition Awards CTL Awards Committee, (see table), contributions to advancing teaching and learning with a particular focus on innovation in teaching and learning must be submitted in the form of a reflective eportfolio comprising of the following evidence:

A reflective narrative of 1-2 pages including:

- The original and evolving goals of the innovation(s).
- A brief description of the educational innovation(s).
- A description and/or demonstration of the development and creation of innovative teaching artefacts and materials.
- The underlying philosophy and strategies used to guide, implement and refine the innovation(s).
- A clear description of the curricular innovation, curricular/ module design and redesign initiatives (if applicable).
- The context in which the innovation(s) was/were conceived and applied.

A well-organised set of documents that provides evidence of the candidate's innovation in teaching and learning such as:

- Tangible evidence documenting and supporting the impact and effectiveness of the innovation(s). (More weight will be given to actual evidence than general statements of opinion or praise that is unsubstantiated).
- Feedback from students (quantitative and qualitative).
- Research data and analysis, student rating of instruction, or measures of change in student achievement and success rates.
- Evidence of a scholarly approach to innovation in teaching and learning.
- Main evidence must be based on the year of application, but may include previous year's documents to showcase the developmental process of innovation.



4. NOVICE TEACHER AWARD

OVERVIEW

Number of awards: *There are five awards per year for this type of award.*

This award is for a new and early career academic who is at the entry level of his/her career path in Higher Education.

The main purpose of the Novice Teacher Awards is to acknowledge and recognise the excellent contribution of the top five novice teachers at NWU, to teaching and learning in the Higher Education context. To qualify for this, the participant has had to complete the NWU's compulsory Induction Programme for Participants, and supplemented their portfolio of evidence within their year of appointment.

REQUIREMENTS

Participation

To participate in this award process, the lecturer should adhere to the following criteria:

- Complete the Induction programme within the year of appointment; participate having been appointed at NWU, a minimum, for six months and less than three years; and with a permanent or fixed-term appointment.
- Clarify responsibility for a module and role in developing a module site on eFundi (e.g. owner / co-owner / coordinator / developer).
- Provide a letter from the line manager in which they acknowledge the participant is a new or early career academic and outline the impact participation will have on performance management in terms of time and responsibilities.

CRITERIA

From the Induction portfolio

How does your teaching statement contribute to your teaching approach? Write a teaching statement (between 500 to 750 words) in which you include:

- The learning theory that underpins your teaching philosophy.
- How you, as a lecturer, view/perceive the student.
- How you, as a lecturer, understand learning and your role as a lecturer.

Video explaining the assessment plan of one of your modules (3 min)

Create a video of yourself presenting an assessment plan on one of your modules (5 minutes). The presentation should include the use of a teaching and learning model / framework (e.g. TPACK Framework); a selection of one module outcome / study unit outcome / lesson outcome, and an explanation of the lesson preparation for you (teaching approach) and the students, activities, and integrated technology. Include how you would assess the outcome for learning.

Additional criteria for participation in this award:

Inclusive teaching practices, such as planning by making use of the Universal Design Learning (UDL) Framework (1000 words)

- Briefly outline the teaching strategies you employ to support diversity. Provide evidence / examples of the ways in which this is enacted.
- How does your teaching ensure that all students feel included and are engaged actively in their own learning?
- Articulate how you tailor learning experiences to promote equality / equity / fairness and facilitate increased student engagement and performance. Provide evidence / examples of the ways in which this is enacted.
- Link your model / framework to your teaching statement / theory underpinning your teaching approach.

Option: Universal Design for Learning (UDL) is an educational framework based on three principles to design accessible and inclusive materials and activities:

- Multiple means of representation (the 'what' of learning)
- Multiple means of expression (the 'how of learning')
- Multiple means of engagement (the 'why' of learning)

Student Voice: Practical application

Evaluate your own teaching and with a practical application, describe how you incorporate student feedback into your planning and teaching (1000 words):

- How did you evaluate your own teaching?
- How did the student voice evaluation feedback inform your teaching practice? (Referring to teaching, learning, and assessment approach / strategies, techniques or methods / technologies).
- If applicable, how do you incorporate structured peer learning and support programmes (such as Supplemental Instruction (SI), tutoring or academic peer mentoring, and reading development) in your planning and teaching to improve student engagement and learning?
- How do you obtain feedback from your students regarding your teaching? How do you incorporate student feedback into your planning and teaching?

Reflect on: Student Teaching and Learning Experience Survey (STLES) results.

Overall Reflection

As a new or early career academic, reflect on your academic journey so far, and on how you contribute to the success of your students (800 words):

- How did mentorship / peer evaluation in your faculty contribute towards your teaching practice?
- Reflect on academic professional development / learning opportunities (include proof of attendance) and why you chose to attend specific sessions.
- Describe your ongoing personal development.
- How do you see yourself and your students in future community involvement as part of the academic journey?
- Option: A video format (e.g. 3 minutes, compressed) of yourself commenting on your overall reflection of your teaching practice.



5. BLENDED TEACHING AWARD

OVERVIEW

Number of awards: *There is one award per year for this type of award.*

The purpose of the Blended Teaching Award is to recognise the exceptional efforts and achievements of university teachers who have demonstrated exemplary blended learning pedagogies and methodologies. This award is designed to showcase significant and innovative teaching approaches that seamlessly integrate online educational strategies with conventional in-person classroom methodologies, fostering a dynamic and enriched learning experience for students.

REQUIREMENTS

The Blended Teaching Award recognises the exceptional efforts and achievements of university teachers who have demonstrated exemplary blended learning pedagogies and methodologies. All requirements and conditions must be met to participate in the Blended Teaching Award. Requirements and conditions for participation in the Blended Teaching Award include:

To participate in this award process, the lecturer should adhere to the following criteria:

- Evidence of a minimum of three years permanent / fixed-term employment (with a teaching profile / appointment) at the North-West University (NWU).
- Evidence of either (a) a certificate indicating the completion of the current Induction Programme for Academics or the former Institutional Course for Newly-appointed Lecturers (ICNL), or (b) a cover letter from the CTL indicating the completion of the Induction Program for new academics or ICNL.
- Responsible for a module (owner / coordinator / developer).
- Participants must submit a descriptive e-portfolio with supporting evidence of blended teaching.

CONDITIONS

- A participant may only participate in one NWU Teaching Award per academic year.
- An application form to participate in the Blended Teaching Award must be approved by the School Director of the School in which the applicant teaches.
- An eligible participant taking part in the Blended Teaching Award may not be a member of any evaluation panel of the NWU teaching awards, in the same academic year.
- A participant awarded with the Blended Teaching Award is eligible to participate in the Blended Teaching Award every third year. This means that if a participant was awarded in 2021, he/she may only participate again in 2024.
- Participants who did not receive the Blended Teaching Award may apply to participate in the award again, the following year.

- The award winner should preferably present a paper at the next annual NWU T&L Conference or at a similar Academic Professional Development (APD) opportunity.

RECOMMENDATIONS

- A strong commitment to quality blended teaching and learning as evident in his/her teaching practices. Scholarly activities designed to advance the quality of blended teaching and learning will be beneficial.
- Blended teaching practice(s) must have been implemented within the disciplinary teaching-learning context within the past two academic years.

CRITERIA

Participants in the Blended Teaching Award should submit a Portfolio of Evidence (PoE), on a submission date, as determined and communicated by the NWU Teaching Awards Coordinator or Blended Teaching Award Coordinator.

The portfolio should meet the following criteria:

- A description of the module context and the blended design.

A description of the pedagogical underpinning or framework used in designing the blended components of the module.

- A description of the blended teaching and learning strategies used, including:
 - Strategies used to achieve the learning outcomes (lecturer facilitation, design of learning activities, online assessments, etc.)
 - Strategies used to establish student interaction (student engagement, creating student communities of practice, etc.)
 - Tools used within the LMS and other technology used to support the blended environment.
- A reflective narrative on the results and experience of blended teaching and learning.
 - What worked, what did not work, and further recommendations should be included in the reflection.
- A well-organised set of evidence, documents and/ or artifacts that provide evidence of the blended teaching, and supports the above criteria, such as:
 - Evidence of blended teaching strategies and tools used. The evidence can take the form of links, screenshots, videos or recorded live demonstrations.
 - Tangible evidence documenting and supporting the impact and effectiveness of blended teaching. (More weight will be given to actual evidence than general opinion statements or unsubstantiated praise).
 - Feedback from students (quantitative and qualitative) on blended teaching.



6. TEAM-TEACHING AWARD

OVERVIEW

The North-West University, in line with its teaching and learning strategy, wishes to acknowledge and recognise outstanding contributions from university teachers who follow a collaborative team-based teaching approach in diverse teaching-learning contexts in pursuit of teaching excellence and student success.

Team-teaching, also referred to as co-teaching, cooperative teaching, or collaborative teaching, involves two or more teachers working purposefully together on a regular basis and at a certain level of collaboration to plan, engage in content and curriculum development, implement, deliver, or present teaching and learning materials and activities and evaluate or assess educational activities associated with the module. It is a constant in team-teaching that two or more individuals are responsible for the teaching and implementation of a module. However, there are various areas and degrees in which teachers can work together or collaborate. The level of collaboration between individual instructors on a continuum (low to high) is dependent on four areas, namely planning, content development and integration, teaching, and assessment.

The purpose of this award is to acknowledge and reward outstanding collaborative teaching and learning efforts by two or more individuals, working together to take responsibility for the planning, content and/or curriculum development, teaching, and assessment in the Undergraduate, Honours, or Structured Masters module.

REQUIREMENTS

The Team-Teaching Award provides the opportunity for recognising and rewarding outstanding team-teaching by two, and not more than five university teachers that form a teaching team. The teaching team may comprise individuals from disciplinary specific, interdisciplinary, or multi-disciplinary contexts. In addition, the teaching team may teach the module in Online, Blended, HyFlex or Contact Teaching modalities. Teaching teams should demonstrate and deliver evidence of outstanding team-teaching, and how this collective pedagogical strategy contributes toward improved teaching-learning practices, knowledge creation (learning) and student success by taking shared responsibility for the planning, content and/or curriculum development, teaching and learning, as well as assessment in a module. In order to participate in the Team-Teaching Award, teams should meet the following requirements and conditions:

Administrative requirements

All team members must provide a certificate or letter of completion of the NWU Academic Induction program.

Letter of programme completion to be requested from NWU Academic Induction Programme Coordinator.

A letter of approval to participate in the Team-Teaching Award should be obtained from the School Director of each team member.

Requirements

A teaching team should consist of two, and not more than five members. Should more team members be required to participate, a justification for the extra members should be included with the application.

To be eligible for participation, all team members must have collaboratively taught the module once throughout its entire duration, whether it be a semester or a full-year module.

The teaching team should collaborate and contribute towards the planning, content, and curriculum development, teaching and learning and assessment of the module.

The module needs to be aligned across the relevant sites of delivery and make use of one eFundi site for all students.

The teaching team should be able to define their team-teaching or a hybrid thereof.

Conditions

Participants in the Team-Teaching Award may not participate in any other NWU Teaching Awards in the same academic year.

Participants in the Team-Teaching Award may not be a member of any Teaching Awards evaluation panel in the same academic year.

The team awarded the Team-Teaching Award in a particular year is eligible to participate in the Team-Teaching Award every third year. This means that the award-winning team for 2023 may only participate in 2026.

Teams who did not receive the Team-Teaching Award may apply to participate in the award the following year.

The Team-Teaching Award may not be conferred each year. In the event where there are no entries for this award, no award will be made, or prize awarded.

Common team teaching approaches include, but is not limited to the:

1. Distributed team-teaching approach: The participating university teachers teach different sections of a module but collaborate and make a significant contribution in the planning, content, and curriculum development, teaching and learning and assessment of the module.

2. Interactive team-teaching approach: Teaching team members not only collaborate in the planning, content, and curriculum development, teaching and assessment of the module, but are also present during lectures at the same time, where they are all actively involved in the delivery and debating of the content during the session (engaging the students).

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6. TEAM-TEACHING AWARD

3. Participant observer team-teaching approach: An arrangement where two or more teachers are present at the same time during a learning opportunity/lecture. However, with this team teaching approach, each teacher presents their lecture independently with little or no intervention from other team members. The team member(s) not teaching, observe student behaviour and provide remedial support where necessary, allowing the other teacher to focus on the content and expected skills development of the students.

4. Alternative team-teaching approach: Each member of the teaching team is required to contribute to and participate in the four areas we have highlighted but do so according to their experience, knowledge, expertise, and availability.

CRITERIA

Although there will be specific ways in which teachers demonstrate the qualities of scholarly teaching in a team-taught module, nominations will be assessed based on the evidence of the nominees' demonstrated abilities to use their combined expertise. Participants in the Team-Teaching Award should submit a Portfolio of Evidence (PoE) on a submission date, as determined and communicated by the NWU Teaching Awards Coordinator or the Team Teaching Awards Coordinator.

The portfolio should contain the following components:

Introduction and context of the compilation of the team, and the roles, responsibilities and contribution of each of the team members.

The underlying team-teaching philosophy as well as scholarly foundations and strategies or guidelines used to guide, implement, and refine the team-teaching practice(s).

A reflective narrative explaining the pedagogical approach of the team to achieve the objectives outlined in the NWU Teaching and Learning strategy.

A description of the goals and objectives of the module and the team-teaching strategies utilised to reach these desired outcomes.

Evidence, documents and/or artifacts highlighting how team-teaching contributes to teaching and learning and student success, by means of a team-teaching approach, such as: Tangible evidence documenting and supporting how they measure their success as a team, the impact and effectiveness of team-teaching. (More weight will be given to actual evidence than general opinion statements or unsubstantiated praise).

Feedback from students (quantitative and or qualitative) on their teaching and learning experience, including but not limited to the official Student Teaching Learning Experience Survey (STLES).



7. UNIVERSITY TEACHING EXCELLENCE AWARD

OVERVIEW

Number of awards: *There are two awards per year for this type of award.*

The University Teaching Excellence Award (UTEA) is the most prestigious teaching recognition award bestowed upon teaching participants at the North West University (NWU). Participants of this award are expected to compete in a national space at the Council of Higher Education (CHE), Higher Education Learning and Teaching Association of Southern Africa (HELTASA), teaching excellence awards. Therefore, this award's criterion is pitched at the same level as that of CHE/HELTASA.

The purpose of the award is to yield recognition, and award distinguished scholars in Teaching and Learning at NWU. It is also to recognise scholars as role models of exceptional teaching. In this way, a unique set of participants, who provide leadership in teaching in their disciplines, universities and regions, are identified. Participation in the TEA is determined by the Faculty (and must have been honoured for a teaching award in the past). Recipients of this award will receive a monetary value of R50, 000 each. There are financial rules associated with this award.

REQUIREMENTS

The nature of the "Teaching Excellence Award" provides opportunities for recognising excellent and exceptional teaching. The eligibility for participation gives consideration to this context. The conditions cover participation criteria of teaching participants. All these requirements must be met in order to participate in the process.

The conditions for the Teaching Excellence Award include:

- A participant should be permanently employed at NWU with at least three years teaching experience at NWU.
- Although a teaching academic staff member may approach faculty management for participation, acceptance of participation is only through nomination by the Faculty Management of the respective nominee, in conjunction with the Centre for Teaching and Learning (CTL).
- For nomination eligibility, the teaching academic must have at least two articles in the field of higher education Teaching and Learning.
- A participant should have participated in, and received a teaching and learning award at NWU.
- A nominated participant must be prepared to participate in the annual CHE/HELTASA awards and fellowship programmes offered.
- To participate in this award, potential applicants must provide either a certificate of induction for academic completion, or a cover letter from induction campus coordinators indicating a letter of completion.

CRITERIA

Candidates should submit a reflective e-portfolio consisting of the following:

- Reflection on students.
- Reflection on context.
- Reflection on knowledge.
- Reflection on professional growth.

**Questions under these criteria will aid in developing your portfolio. These questions are not an exhaustive list, and must not all be answered. Participants are only guides that are related to the development of your teaching practice.*

Reflection on Students

Who are your students? How does your teaching ensure that all students feel included and are engaged actively in their own learning? How do participants get to know what your students bring with them to your classroom? How do participants teach in ways that encourage students to participate in knowledge production processes as co-creators? How do participants address problems of students under preparedness in your curriculum? How does your curriculum structure and institutional settings provide sufficient support for students? How do participants develop your students' capacities and prepare them to be the critical citizens of the future? How does your curriculum and teaching strategies enrich students with exceptional abilities?

Reflection on Context

Where does your teaching take place? What are the macro-, meso- and micro- issues that participants take into account in your teaching? How do your curriculum decisions and teaching approaches reflect the geographical, historical and social context of your classroom? In what ways does your context enable or constrain the manner in which participants teach and assess? How do participants integrate pertinent local and topical issues into your curriculum? What are the institutional, student body, professional, national and international contextual issues that affect your teaching and learning context? How do your curriculum address concerns that affect the planet? What changes have participants made to the curriculum to ensure it addresses your context? How does your teaching promote a consciousness/awareness of the global context?

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7. UNIVERSITY TEACHING EXCELLENCE AWARD

Reflection on Knowledge

What is your discipline / profession and what are its key features? What aspects of the course or programme do your students battle with, and how have participants addressed this through your teaching approach? How do your teaching and assessment approaches ensure that the practices of the discipline and/or profession become accessible to all? What do participants do to make sure your students can contribute to knowledge production, and not just to knowledge consumption? How do participants ensure that you maintain disciplinary depth? How does being an active scholar affect your teaching? How do your contributions to your discipline improve your teaching?

Reflection on Professional Growth

What innovative approaches enhance your teaching? How has technology been used to improve the student experience and enable better understanding of core concepts? How do participants use alternative teaching and learning techniques to improve student engagement? How do you critically evaluate your own teaching? How do participants actively solicit peer evaluation and critique to enhance your teaching? How do participants think they have developed as an excellent teacher over time? How have participants contributed to curriculum development? How does your approach to assessment enhance learning?

Reflection on Scholarship of Teaching and Learning

What aspect of discipline knowledge has been improved by your scholarship? How have participants improved pedagogy in your discipline through your scholarship? How has your scholarship contributed to institutional development (and beyond)? What sort of leadership have participants illustrated to colleagues within, and outside your institution through your scholarship production?