

Teaching Effectiveness Matters: A survey of teaching effectiveness indicators, quality criteria and standards across Australian and Malaysian Universities



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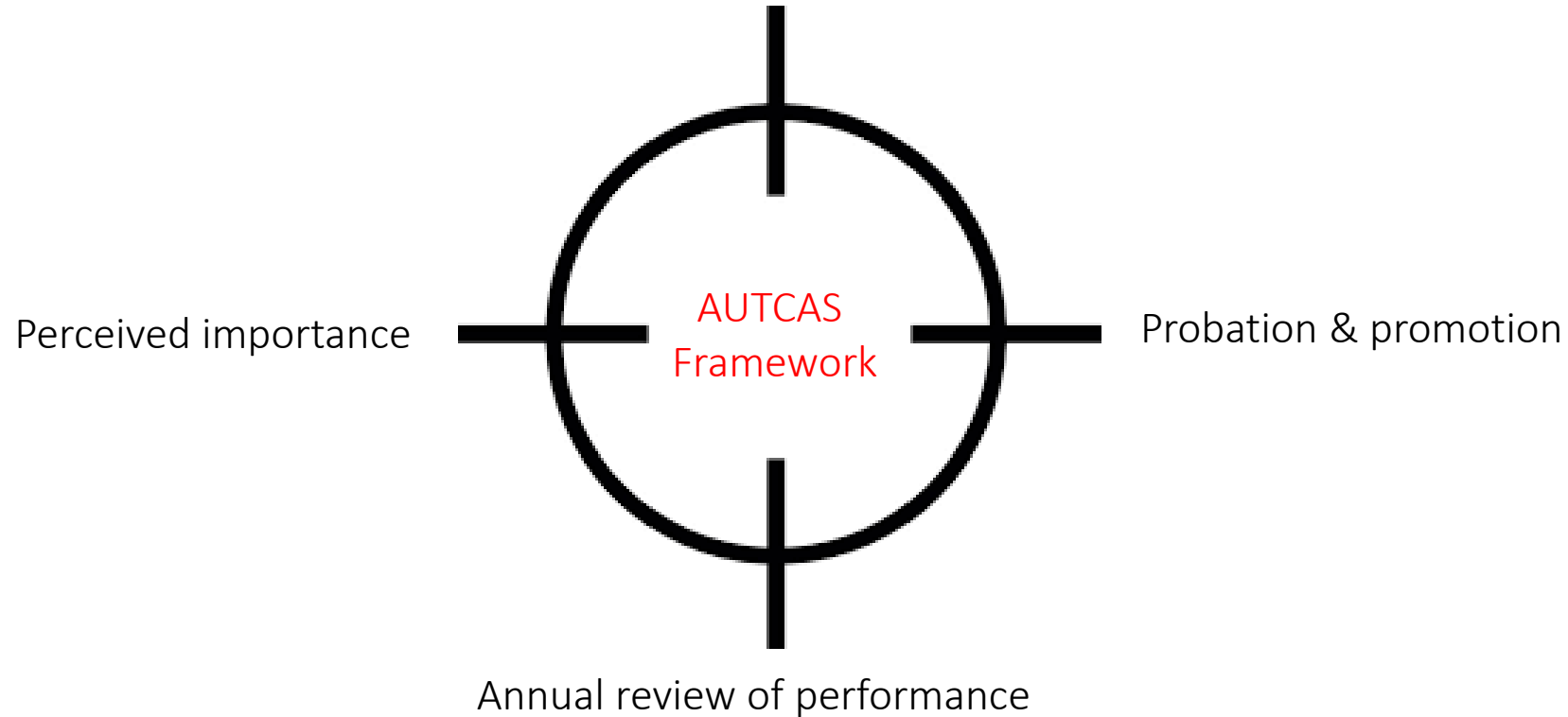


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Aim of the collaboration:

To survey senior academic and professional staff across the IRU and MRUN networks about their perceptions of importance and application of the AUTCAS criterion and standards



Universiti Malaya (UM), Universiti Sains Malaysia (USM),
Universiti Kebangsaan Malaysia (UKM), Universiti Putra
Malaysia (UPM), Universiti Teknologi Malaysia (UTM)



Murdoch University, Flinders University, Charles Darwin
University (CDU), James Cook University (JCU)

What we did

Which AUTCAS standards do university staff consider most importance?

Which standards are currently used in academic annual performance reviews?

Which standards are currently used in academic promotion and probation processes?



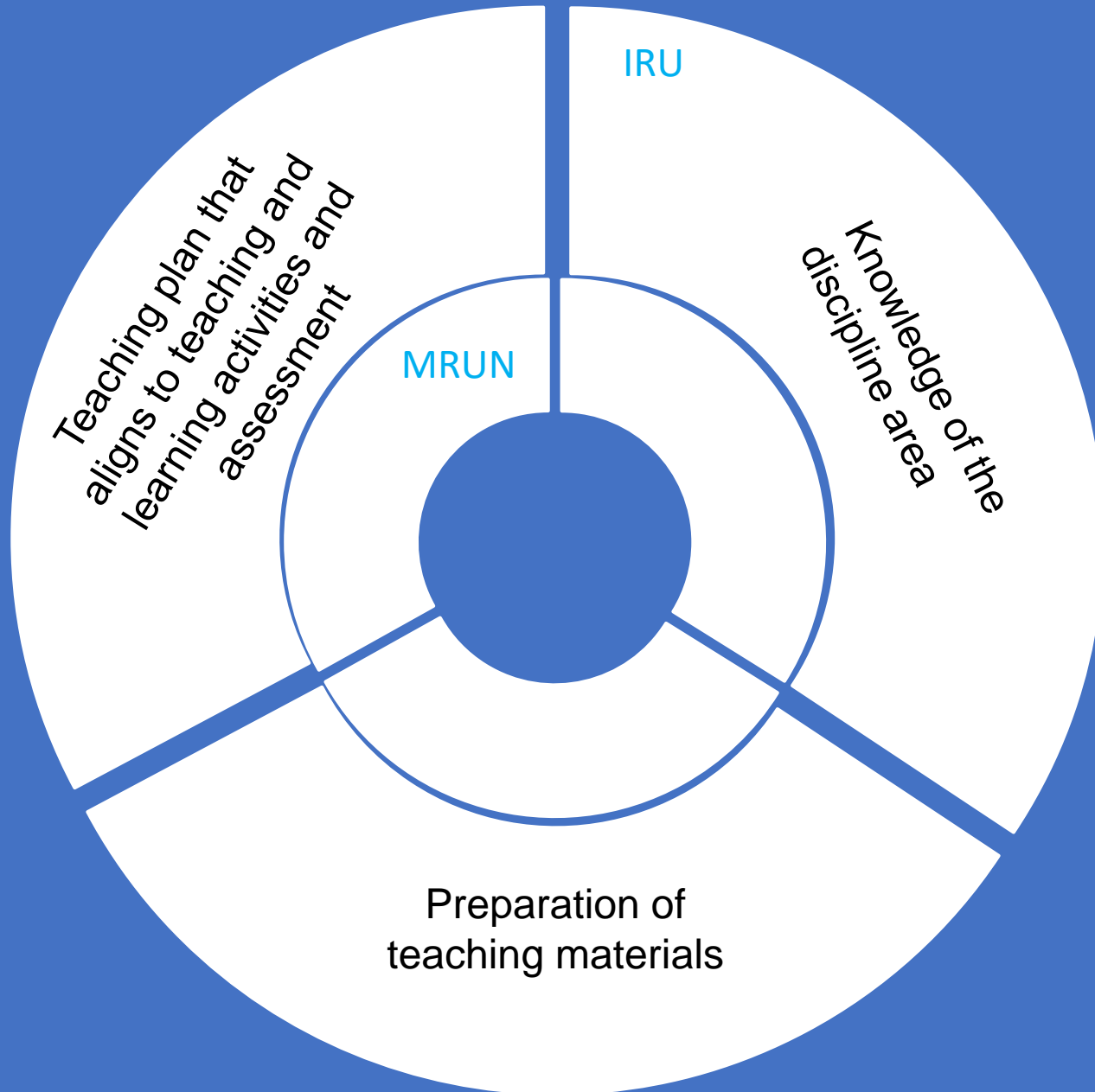
AUSTRALIAN
University Teaching
& Criteria & Standards

<http://uniteachingcriteria.edu.au/framework/indicative-criteria/>



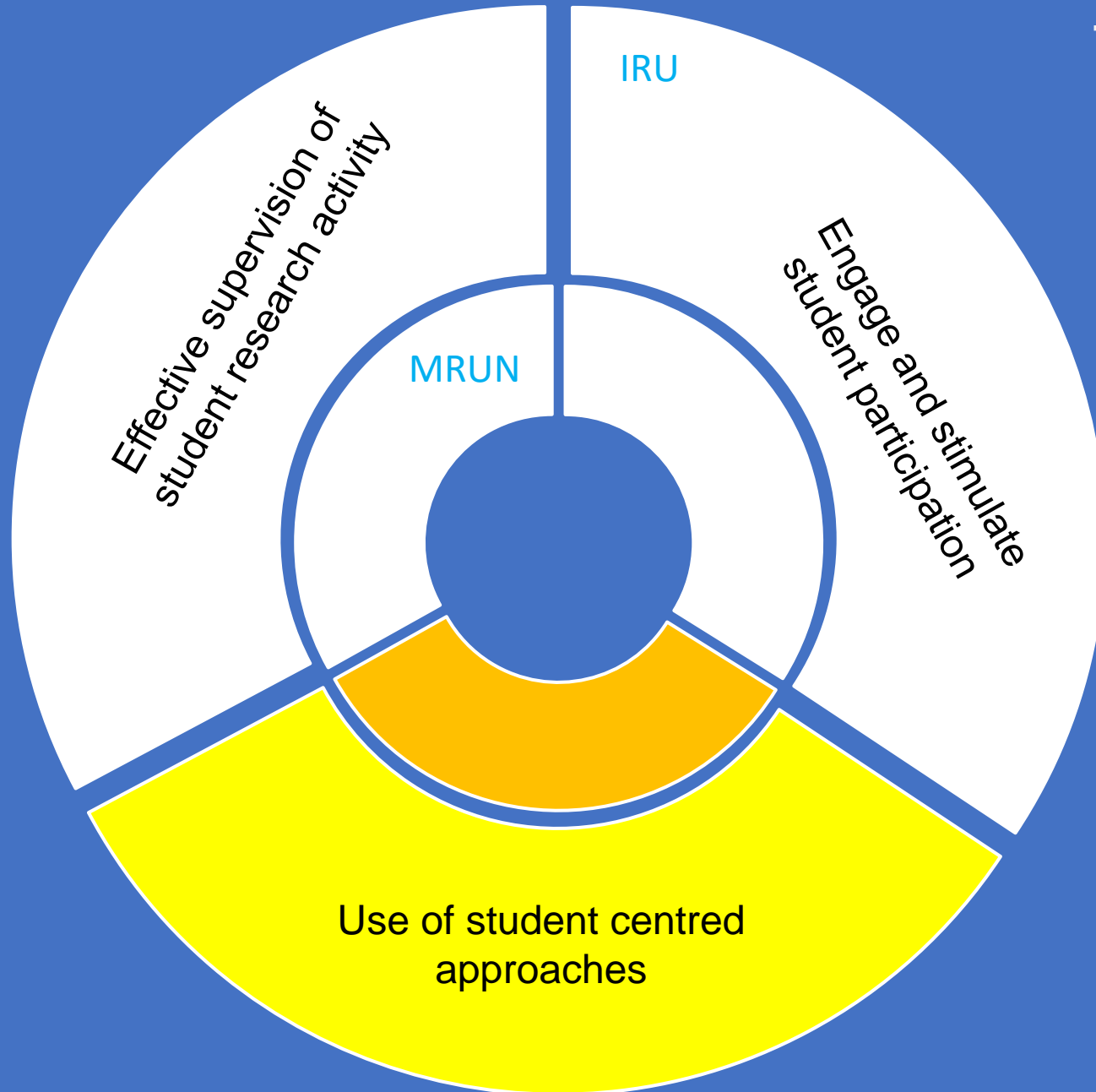
1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students on their learning
4. Developing effective learning environments, student support and guidance
5. Integration of scholarship, research and professional activities with teaching and in support of student learning
5. Evaluation of practice and continuing professional development
6. Professional and personal effectiveness

MOST IMPORTANT STANDARDS



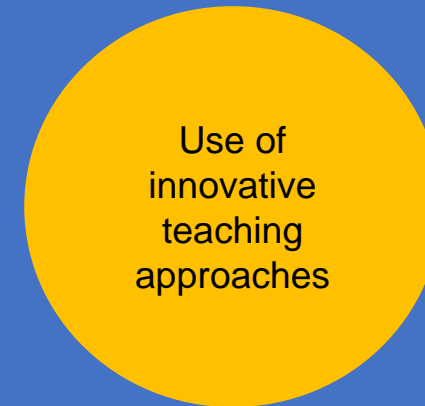
Criterion 1 DESIGN AND PLANNING OF LEARNING ACTIVITIES

MOST IMPORTANT STANDARDS

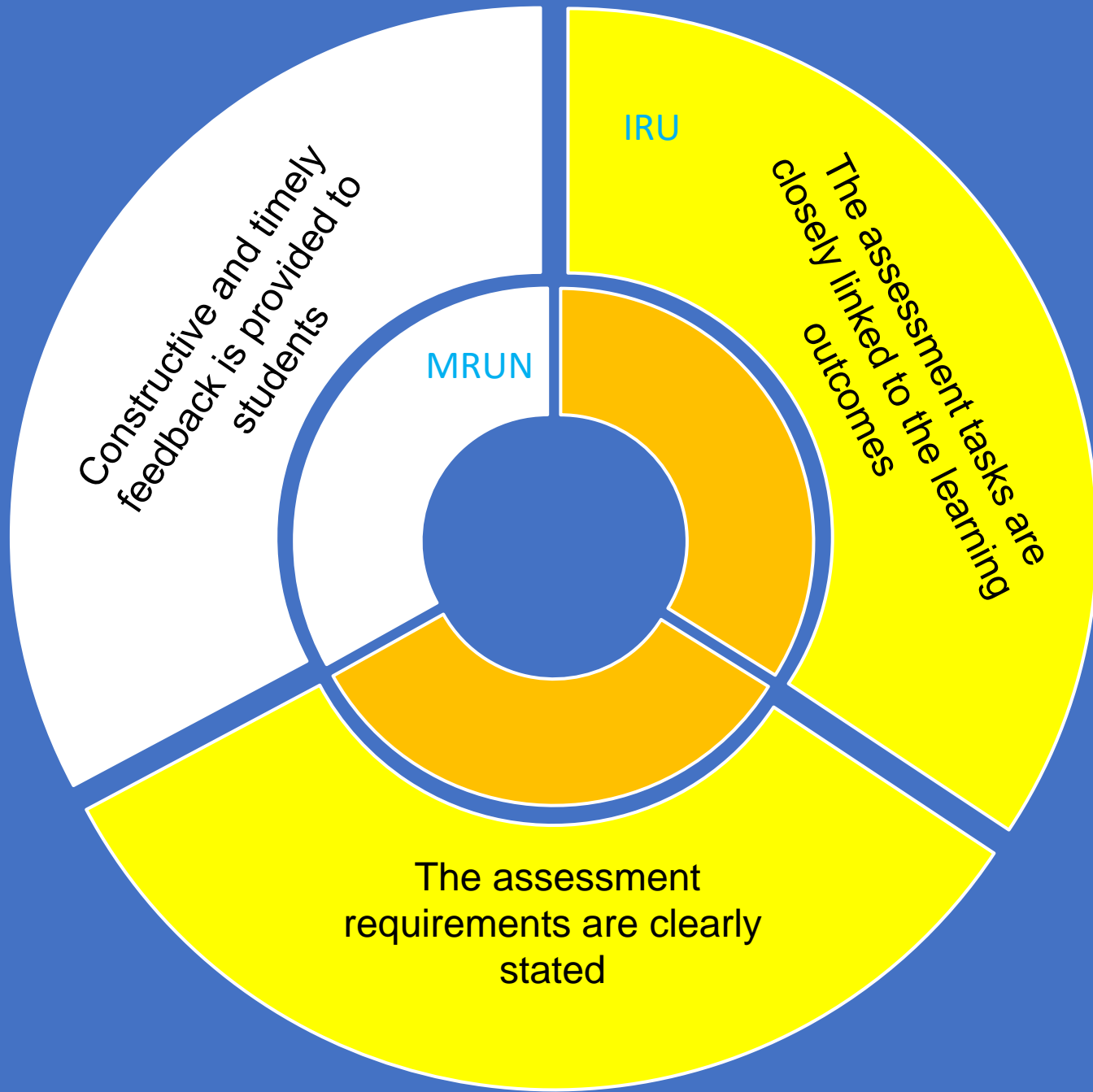


Criterion 2

Teaching and Supporting Student Learning



MOST IMPORTANT STANDARDS

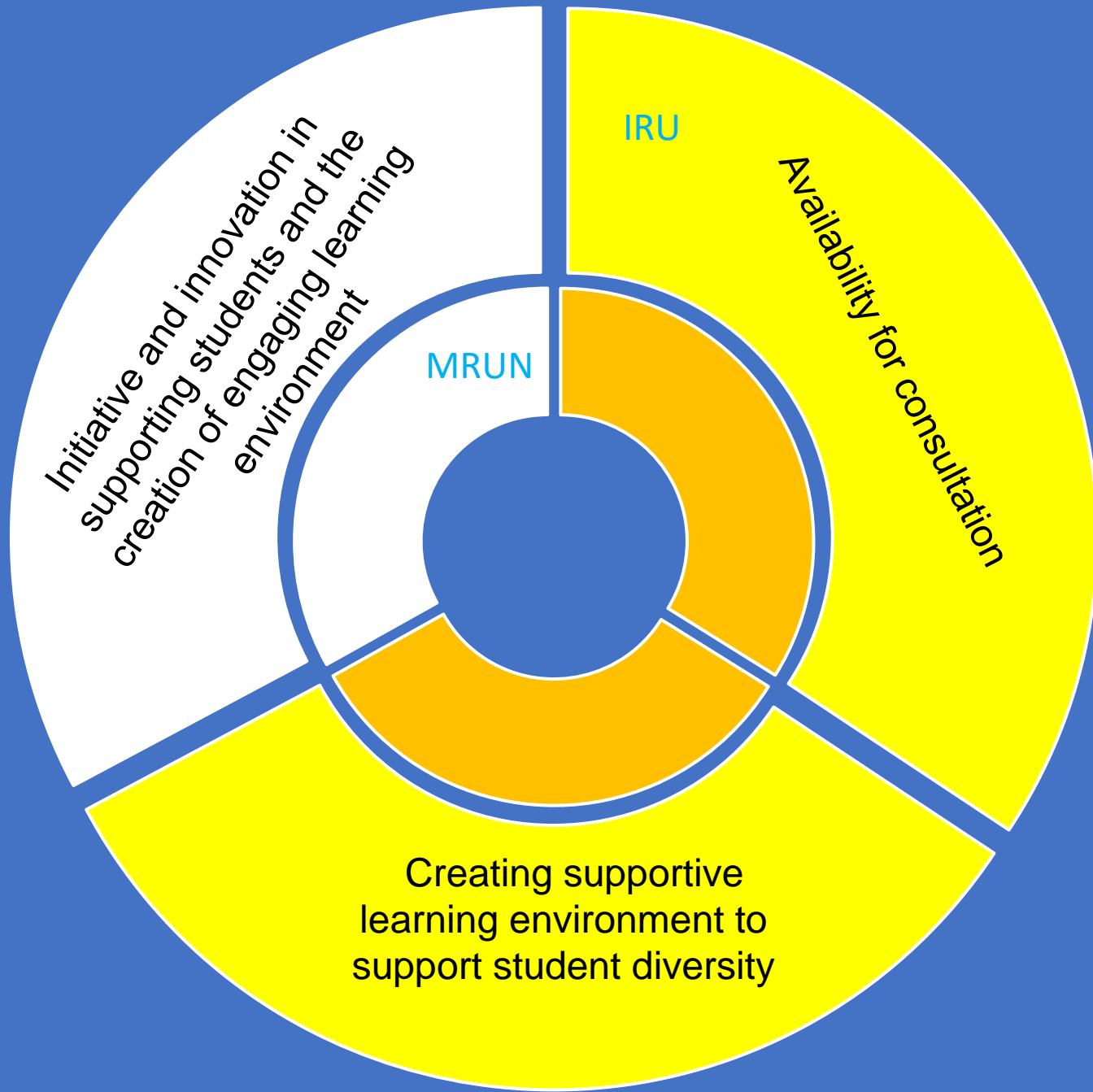


Criterion 3 ASSESSMENT AND GIVING FEEDBACK TO STUDENTS

Assessment constructively aligned to learning outcomes

Assess intended learning outcomes

MOST IMPORTANT STANDARDS

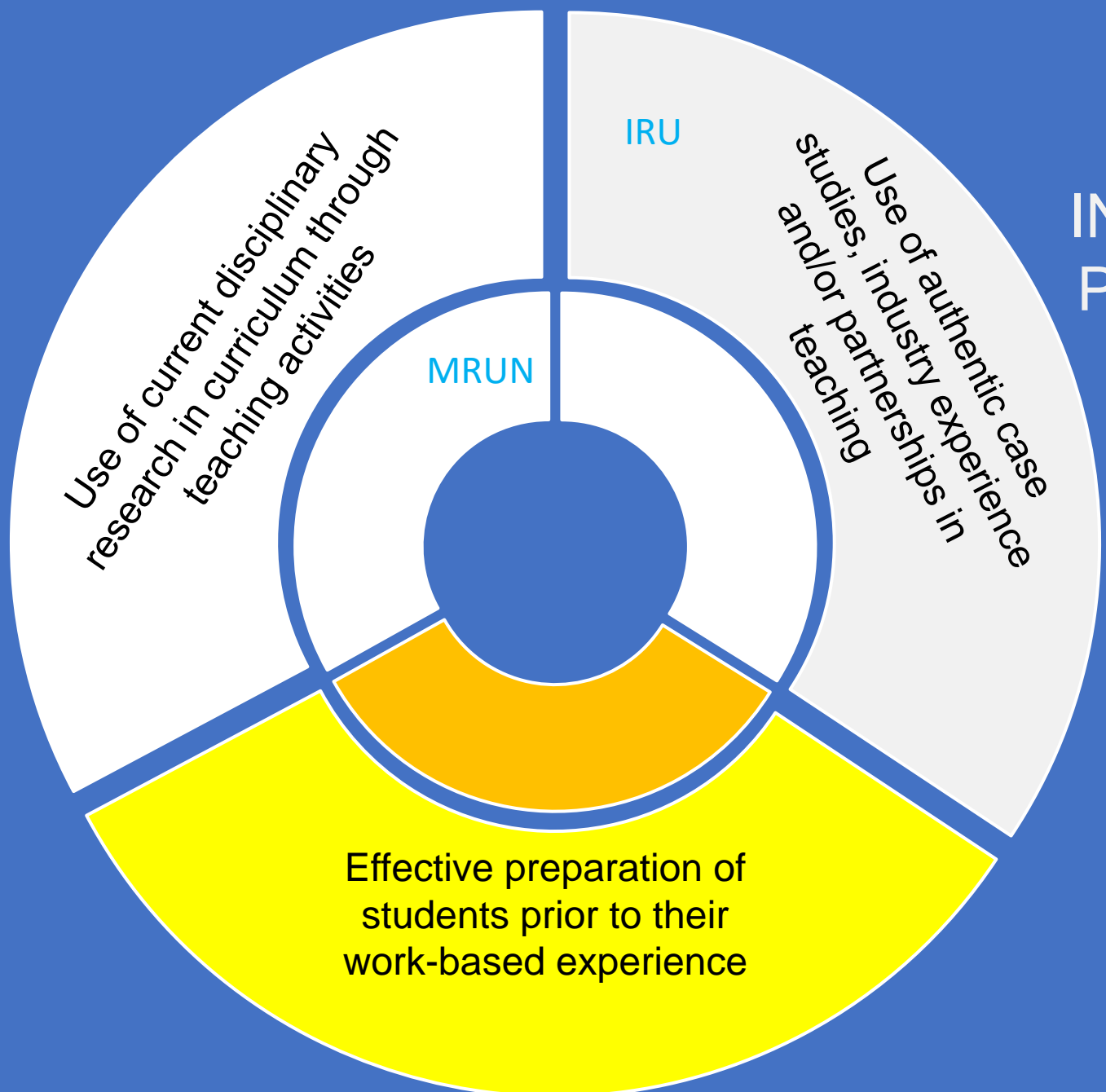


Criterion 4 DEVELOPING EFFECTIVE ENVIRONMENTS, STUDENT SUPPORT AND GUIDANCE

Demonstrate effective practice in developing collaborative learning

Support and guidance of students with specific academic needs

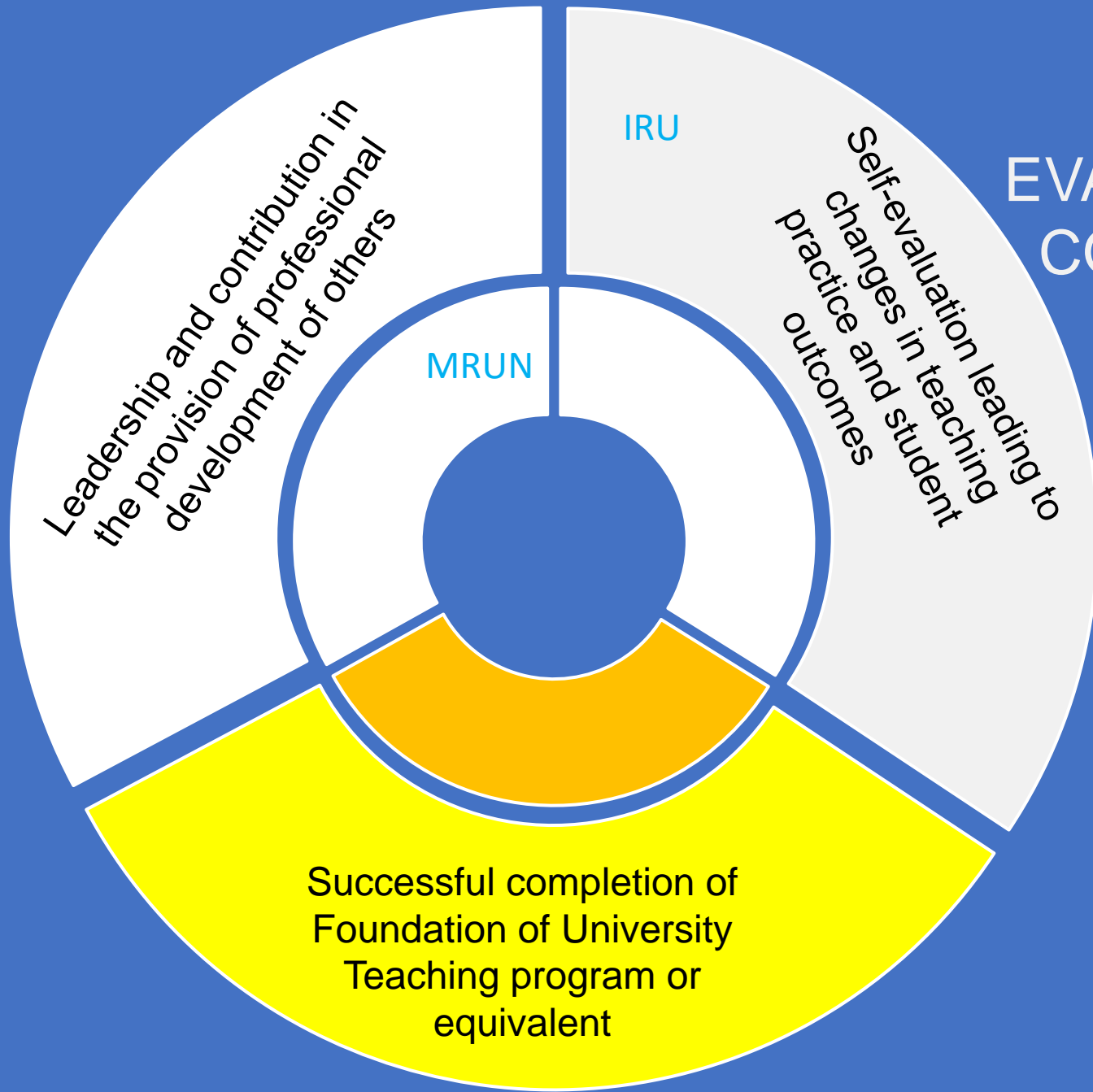
MOST IMPORTANT STANDARDS



Criterion 5 INTEGRATION OF SoTL AND PROFESSIONAL ACTIVITIES SUPPORT OF LEARNING

Share teaching and learning research within your discipline

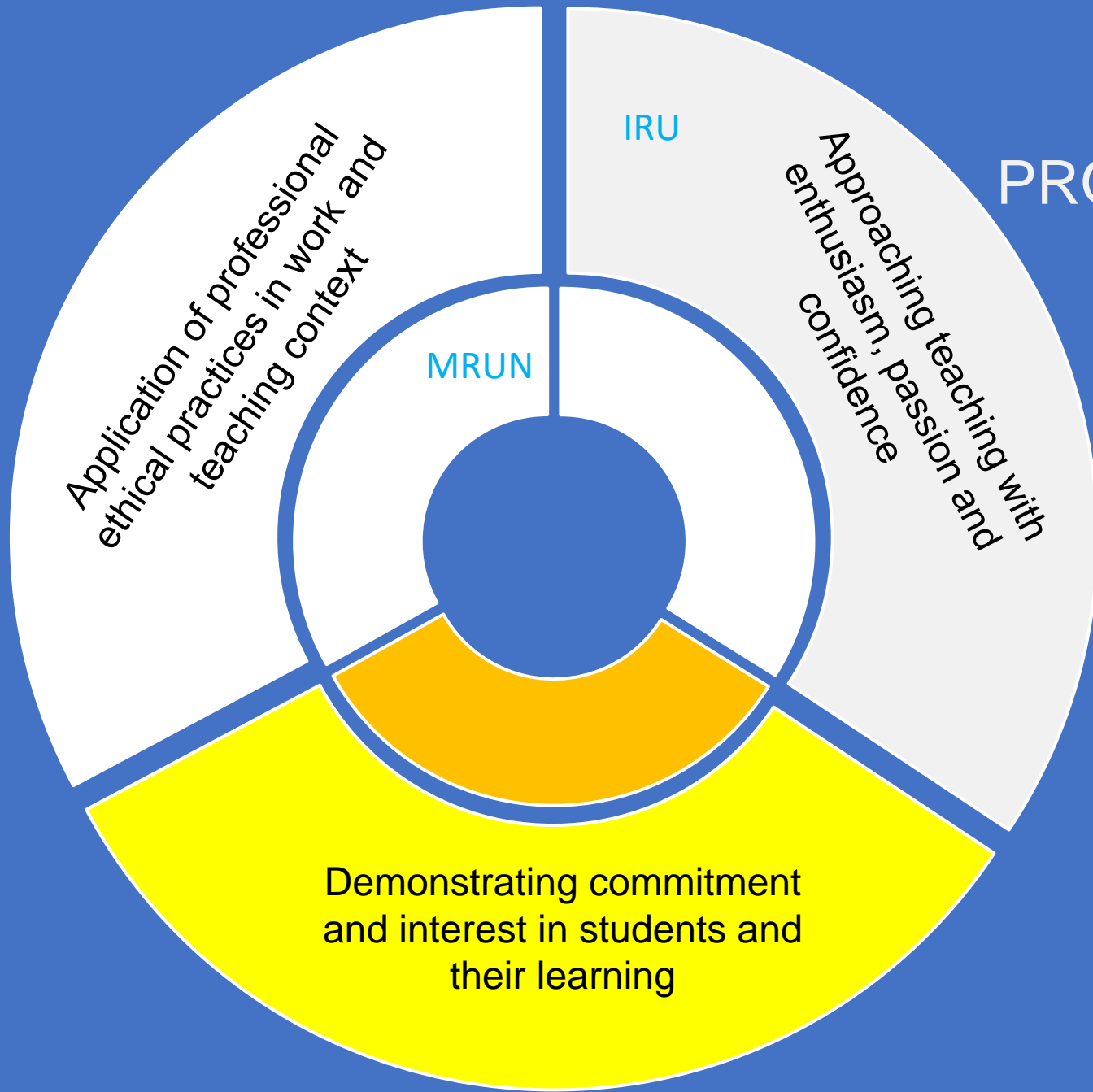
MOST IMPORTANT STANDARDS



Criterion 6 EVALUATION OF PRACTICE AND CONTINUING PROFESSIONAL DEVELOPMENT

Participation in
teaching and
learning
conference/forum
s

MOST IMPORTANT STANDARDS



Criterion 7 PROFESSIONAL AND PERSONAL EFFECTIVENESS

Responding positively to opportunities and new teaching approaches

**WE WANT
YOU**
to

**Australian University Teaching Criteria and Standards
Most Important Standards in IRU and MRUN Institutions**

Criterion 1: Design and Planning of Learning Activities

Knowledge of the discipline area

Teaching plan that aligns to teaching and learning activities and assessment

Preparation of teaching materials

Preparedness of the lecturer for face-to-face teaching

Preparedness of the lecturer for online learning environments

Involvement in curriculum design

Development of teaching material using technology

Leadership in curriculum design and review, planning and/or development

Standard:

Potential Evidence:



Criterion 2: Teaching and Supporting Student Learning

Engaging and stimulate student participation

Use of student centered approaches

Use of innovative teaching approaches

Effective supervision of student research activity

Knowledge and use a range of teaching activities

Use of collaborative teaching approaches

Peer review of classroom teaching by colleague

Effective supervision of student internship/practice

Leadership and innovation in teaching practices and supporting students

Scores in student evaluation survey

Issues arising from the research

Criterion/Standard	Importance	Use in Annual Reviews	Use in Probation/Promotion
C2 - Scores in student evaluation survey	Low	High	High
C2 - Effective supervision of student research activity	High	High	High
C6 - Self-evaluation leading to changes in teaching practice and student outcomes	High	High	High
Criterion 5 - Integration of Scholarship (SoTL), Classroom Research and Professional Activities with Teaching and in Support of Learning	Low	Low	Low



What next?



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