



Maynooth University Teaching Award 2023–2024

## Guide for submission of MU Teaching Awards Portfolio

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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.

Congratulations on your nomination and for being shortlisted for an award. The next stage requires you to submit a portfolio that supports and expands on your one-page submission and evidences your approach to teaching.

### Portfolio requirements and submission:

- The portfolio should be submitted as a Microsoft Word document that includes a statement that outlines your teaching approach in no more than 1000 words.
- You can include supporting documentation/evidence up to a maximum of 20 pages.
- Supporting pages should be submitted as a separate MS Word document to the statement.
- Any additional documents or formats submitted will not be reviewed as part of the portfolio.
- Where video links are included to support evidence, these should be via an accessible link within the Supporting Documents text and be easily accessible by the reviewers.
- Linked videos should not be more than 5 mins duration.
- Portfolio Statement and Supporting Documents files should be submitted to [teachingawards@mu.ie](mailto:teachingawards@mu.ie).

Examples of supporting evidence that could be included in a portfolio are:

- 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.

You should consider the following review criteria and accompanying guiding examples to help you reflect on your teaching approach and complete your portfolio.

## 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 recognise, and employ, sound principles and recognised 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.
- Evidences a collaborative approach to developing their teaching practice and sharing and disseminating learning and findings with colleagues.
- Shows 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.
- Demonstrates an evidence-based approach to their teaching practice

## Guiding Examples of teaching practices across criteria

This list is not exhaustive, but the review may be guided by evidence of some of the following:

### Impact of teaching approach on student learning and engagement:

- Demonstration of the positive impact of teaching approach on student learning. This may include delivery methods, assessment, feedback, etc.;
- Promoting an inclusive learning environment by offering a diverse range of learning, assessment, and feedback activities;
- Fostering and promoting active learning that encourages students to be intellectually responsible, self-reflective, and open-minded, equipping students for life-long learning;
- Nurturing students to develop as critical thinkers and problem solvers through acquisition of new knowledge and insights combined with the development of analytical and thinking skills.

#### Quality of teaching and professional development:

- Teaching that actively enhances student engagement, fostering independent learning, creativity, and research skills;
- Continued professional development in the area of teaching and learning (through further training, courses, exchange programmes, etc.);
- Effective or innovative use of technology to enhance the educational experience;
- Developments in the area of assessment and/or feedback that have demonstrably improved the quality of the learning experience;
- Involving students as co-creators of the learning experience, taking responsibility for their own educational development and leading in some areas of the educational process;
- Active engagement with and demonstrated response to formative feedback from students and peers in improving teaching practice;
- Research-led and informed approaches to teaching and learning.

#### Collegiality/Leadership:

- Collaboration with other academics in developing approaches to teaching and learning or course development (including other departments or disciplines);
- Sharing of practice with colleagues to improve teaching and learning;
- Participation in professional activities and evidence of contribution to the wider teaching community, including national or international engagement;
- Leadership in the area of teaching and learning (departmental responsibilities, member or chair of committees, etc.).

#### Curriculum design and development:

- Designing and developing a curriculum that is flexible, informed by current research and best practice in the area;
- Providing an inclusive learning environment for all of our students, considering students' diverse backgrounds and encouraging student engagement as active participants in their learning experience;
- Exploring interdisciplinary and/or interdepartmental content and learning experiences;
- Integrating co-curricular and/or extra-curricular experiential learning opportunities and employability skills;
- Embedding cultural and international exchange.

#### Scholarly and evidence-based approach to teaching practice:

- Using self-reflection or action research to refine and improve teaching and learning;
- Adopting an evidence-based approach to teaching and learning;
- Exploration of new educational approaches and pedagogies;
- Conducting pedagogical research that directly affects students' learning environment;
- Conference participation and publications in the area of teaching and learning.

#### **Further Information**

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