

OUTSTANDING EDUCATOR AWARDS (OEA) 2010 NOMINATION FORM
(FOR SELF, PEER AND FACULTY NOMINATIONS)

The OEA recognises someone who is more than an excellent teacher. He/She is an outstanding teacher who has made exceptional contributions to the educational culture and practices at NUS.

- I propose _____ for the Outstanding Educator Award.
- He/She is an award winner at faculty level and has been a faculty member (full-time or part-time¹) for at least three years (as of beginning AY2009/2010).
- He/She meets the following requirements, as evidenced in the OEA Dossier submitted. *Please explain if any of these criteria are not met.*

(1) Educational Activities (Please refer to notes on the reverse)

The nominee has exceptional accomplishments in **at least three** of the following, including Teaching Practices.

- Teaching Practices (please tick where applicable)
- Classroom Teaching
 - Student Assessment
 - Module Development
 - Project/Research Supervision
 - Teaching Range
- Educational Leadership (at NUS level)
- Educational Impact at University/National/International Level
- Scholarship of Teaching
- Professional Development

(2) Peer Reviews (Please refer to notes on the reverse)

- The nominee is an excellent teacher as evidenced by Peer Reviews. **All** Peer Reviews from **last three years** are submitted, the least recent of which is not more than three years old.

(3) Student Opinion (Please refer to notes on the reverse)

- The nominee is an excellent teacher as evidenced by Student Feedback (SF). **All** SF reports from the **last three years** are submitted. Candidates who have not taught for an academic year must submit SF reports for the last four years.
- Overall scores are consistently above the faculty average.
- The qualitative comments are positive for most modules.
- There are no recurrent negative comments.

¹ - part-time and adjunct teaching staff, but **not** visiting staff

- part-time teaching staff should have **substantial involvement over an extended period**; this includes teaching at least one module/semester in its entirety (i.e. not just a part of a team-taught module/course), and engaging in various teaching activities; should be involved, at least, in lecturing, tutoring and assessment.

EXPLANATORY NOTES (OEA)

He/She has attained a high degree of professional stature and is respected by peers for his/her consistent excellence in enabling learning, as reflected in the outcomes. The nominee should clarify (and the FTEC verify) the relationship between his/her teaching and as many of the outcomes as possible, which include but are by no means limited to:

- ability to see connections within and across a topic/subject
- capacity for critical thinking and rigorous inquiry
- familiarity with the use of evidence and/or arguments
- capacity for creative and thoughtful application
- ability to learn independently and communicate effectively

Educational Activities

Teaching practices

These include but go beyond classroom instruction, such as:

- Module development (uniqueness, innovative conceptualisation, harmony with educational goals of the department and university, etc)
- Introduction of innovative methodology
- Supervision of projects/research
Evidence which demonstrate effective supervision of projects/research should be provided together with a list of people (with contact information) supervised over the last three years.
- Appropriate and effective design and use of assessment tasks. There should be no repetition of examination questions, class tests or tutorial assignments.
- Teaching range with respect to levels (1000, 2000, etc), subject matter, and teaching modes (lecture, tutorial, sectional teaching, seminars, etc.)

Educational Leadership (at NUS level)

Claims of leadership should be supported by demonstration of the impact of these claims on education within the University, e.g. making a significant improvement to teaching and curriculum development (beyond implementation of a single module).

Educational Impact at University/National/International Level

This refers to the educational impact the nominee has made at university, national and/or international levels in terms of his/her involvement in educational administration or service in educational organisations, initiating innovative modes of teaching and assessing students, providing consultation on education issues or through outreach programmes.

*Note: Members of UTEC 2008 discussed and agreed to include ‘Teaching Materials Adopted by Others’ under this category. **Teaching Materials Adopted by Others** may include web materials, textbooks published by reputable publishers as well as unpublished materials that are widely adopted. Nominees should also provide information regarding users and usage level.*

Scholarship of Teaching

This refers to the systematic inquiry into and reflection on teaching practices and student learning, and publication of one’s findings. This should not be confused with research in one’s discipline.

Note: Members of UTEC 2008 discussed and agreed to include CDTL publications, conducting of workshops at CDTL and elsewhere as well as conference presentations under this category.

Professional Development

This refers to the nominee’s commitment to professional development, which may be manifested through participation in educational conferences, seminars, workshops and lectures.

Peer Reviews

These should provide substantial and informative *qualitative* comments in addition to quantitative information.

Student Opinion

Quantitative and qualitative student feedback should not indicate poor student opinion. Repeated complaints from students about poor aspects of classroom instruction should be cause for concern. Statements about high quality in classroom instruction should be confirmed in Peer Reviews.

NAME OF PROPOSER: _____ **SIGNATURE/DATE:** _____

NAME OF NOMINEE: _____ **SIGNATURE/DATE:** _____

FACULTY/DEPT: _____