

NWU TEACHING AWARDS

FACULTY TEACHING AWARDS

The Faculty Teaching Awards is tailored and unique to the teaching and learning context of each faculty at NWU. These awards focus on outstanding disciplinary based teaching and learning practices.

UNIVERSITY TEACHING EXCELLENCE AWARDS (UTEA)

This prestigious award is awarded to the top two teaching and learning scholars of the NWU. The recipients of these awards will act internationally and nationally, as teaching and learning ambassadors on behalf of the NWU.

TEACHING WITH ICT'S AWARD

This award recognises excellent and innovative approaches to integrating information and communication technologies (ICT's) to enhance effective teaching and engaging learning.

INNOVATION IN TEACHING AND LEARNING AWARD

This award recognises a university teacher who has introduced innovative teaching and learning approaches and /or practices in the pursuit of teaching excellence and student success.

NOVICE TEACHER AWARD

This award recognises the excellent contribution of the top five novice teachers at NWU within three years of full time appointment.

ONLINE TEACHING AWARD

This award recognises the excellent and outstanding contribution of the top achiever in online teaching and learning at the NWU.

[CLICK here for more information](#)

[CLICK here for application form](#)

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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.

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 novice 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 six months of appointment, and participate within one year since the date of appointment at the NWU and be a novice academic (teaching in the Higher Education environment for two years or less).
- 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 participants are acknowledged as the novice lecturer's participation and the impact it may have on their performance management in terms of time and responsibilities.

CRITERIA

From the Induction portfolio

Teaching Statement (500 words)

- 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. The presentation should include the use of a teaching and learning 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)

- Describe your approach to ensuring an inclusive learning environment.
- How does your teaching statement contribute to your teaching approach?
- How does your teaching ensure that all students feel included and are engaged actively in their own learning?
- The what of learning
- The how of learning
- The why of learning

Student Voice: Practical application (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, tutoring or academic peer mentoring) 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?

Overall Reflection

- How did mentorship in your faculty contribute towards your teaching practice?
- Reflect on academic professional development 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?

5. ONLINE TEACHING AWARD

OVERVIEW

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

For the purpose of this award, online teaching refers to the teaching and learning of fully online modules, or modules that include an online component (blended modules).

The annual Online Teaching and Learning Award is envisaged for permanently-appointed staff who have been appointed to teach undergraduate, and/or online teaching and learning strategies; to teach online modules or the online components of modules in higher education.

The purpose of the Online Teaching and Learning Award is to acknowledge and recognise the excellent contribution of online teaching and learning in Higher Education at the NWU. This award provides the opportunity to recognise full-time participants with a strong commitment to engage in online teaching, which ultimately contributes to student success.

REQUIREMENTS

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

- Be responsible for a module (owner / coordinator / developer).
- Be strongly committed to quality online teaching and learning as evident in his or her teaching practices as well as scholarly activities designed to advance the quality of online teaching and learning.

CRITERIA

- A reflective statement that summarises the nominee's teaching and learning philosophy, strategies, and objectives (1-2 pages).
- Module context: evidence of the thoughtful integration of online and face-to-face elements in the case of modules that include an online component.
- A brief summary of 2-3 innovative teaching artefacts or practices used in the online environment to promote student success.
- A well-organised set of documents (inclusive of, for example: websites, videos, podcasts etc.) that provide evidence of the candidate's online teaching and learning excellence as set out in the evaluation criteria point 4.
- The candidate should demonstrate:
 - effective and innovative use of online teaching and learning strategies resulting in student engagement, student satisfaction, and effectiveness in achieving desired learning outcomes

- commitment to fostering student success through interaction in the online environment
- effective and appropriate online assessment of student learning
- effective strategies to establish and maintain a sense of community in the online environment

In addition, the following documentation should be submitted:

- Application form.
- Nomination and motivation letter from the School Director or Deputy School Director.
- CV - highlighting experience in online environments.

6. 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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6. 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?