

NWU TEACHING AWARDS

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.

FACULTY TEACHING AWARDS

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 staff members.

TEACHING WITH ICT's 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.

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.

ONLINE TEACHING AWARD

This awards acknowledges and recognises outstanding contributions from university teachers in online teaching.

NOVICE TEACHER AWARD

This award will recognise the excellent contribution of the top five novice teachers at NWU within two years of full time appointment.

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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/ fixed-term appointment with benefits (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 except if given a waiver to also participate in the team-teaching award by the NWU Awards Core Team.
- 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 can be up to two winners for this type of award.*

The purpose of this award is to acknowledge excellence in the innovative way in which existing or new Information and Communication Technologies (ICTs) are used to enhance effective teaching and engaging learning. For the purpose of this award, teaching with ICTs may include, but are not limited to, the use of new instructional technologies or the use of traditional technologies in creative ways, fit for the purpose of effective student engagement during the learning process.

REQUIREMENTS

The Teaching with ICT Award recognises and awards an exemplary university teacher who is able to demonstrate innovative use of ICTs through teaching and the integrated use of technology, aimed at enhancing teaching and student learning success. It is recommended that the ICTs or ICT practice must have been implemented within the disciplinary teaching-learning context within the past two academic years. All requirements and conditions below must be met to participate in the Teaching with ICT Award.

Requirements and conditions for participation in the Teaching with ICT Award include:

- Evidence of a minimum of three years permanent / fixed-term employment with benefits (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.
- Participants must submit a descriptive e-portfolio with supporting evidence of innovative use of ICTs.

CONDITIONS

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

CRITERIA

On a specified date, determined by CTL, the participant must submit a Portfolio of Evidence (PoE).

The portfolio should meet the following criteria:

- A description of the problem identified leading to the ICT innovation.
- A description of the teaching context in relation to the ICT innovation.
- A description of the pedagogical underpinnings of the ICT innovation.
- A description of the ICT innovation selected and how it was implemented in teaching and learning.
- A reflection on the results on teaching and learning by implementing the ICT innovation.
- A well-organised set of evidence, documents and/ or artifacts that provide evidence of the ICT innovation in teaching and learning, and supports the above criteria, such as:
 - Evidence of the ICT innovation that was integrated in teaching and learning. The evidence can take the form of links, screenshots, videos or recorded live demonstrations.
 - Tangible evidence documenting and supporting the impact and effectiveness of the ICT innovation. (More weight will be given to actual evidence than general opinion statements or unsubstantiated praise).
 - Feedback from students (quantitative and qualitative) on the ICT innovation.

3. INNOVATION IN TEACHING AND LEARNING AWARD

OVERVIEW

Number of awards: *There can be up to two winners 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 Academics and supplemented their portfolio of evidence within their year of appointment.

For the acknowledgement of the best overall portfolio, the recipient presents a portfolio that exceeds expectations in most categories. The participant engages with students to address learning and assessment and also, to improve their own teaching practice. Their portfolio is a thoroughly planned, clear, and an easy-to-read and navigate showcase, of their reflections and supporting evidence. The criteria for completing the Portfolio of Evidence (PoE) for the purpose of participating in the Novice Teacher Award is different from the requirements for the completion of the Induction PoE. Refer to the rubric for the evaluation of the portfolio submitted for the Novice Teacher Award. Please do not refer to the rubric for the evaluation of the portfolio submitted for your Induction experience.

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

Teaching statement (500 words)

How does your teaching statement contribute to your teaching approach?

- 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 (5 minutes)

1. A video format (not exceeding the size of 750MB) of yourself presenting an assessment plan of one of your modules.
2. Include as evidence the completed Framework (e.g. TPACK Framework).
3. A creative visual product, which provides evidence to your excellence in assessment planning, execution and feedback provision in your module. This can be an interactive / reflective video.

Inclusive teaching practices, for example, by making use of, for example, the Universal Design Learning (UDL) Framework (1000 words)

- Describe your approach to ensuring an inclusive learning environment; briefly outline the teaching strategies you employ.
- 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.

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 (800 words)

- How did mentorship / peer evaluation 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?

CONDITIONS

A participant may only participate in one NWU teaching award per academic year. A participant in the Novice Teacher Award may not be a member of any evaluation panel of the NWU Teaching Awards, in the same academic year.

5. ONLINE TEACHING AWARD

OVERVIEW

Number of awards: *There can be up to two winners for this type of award.*

The purpose of the Online Teaching Award is to acknowledge and recognise outstanding contributions from university teachers in online teaching. For the purpose of this award, online teaching refers to the teaching and learning of fully online modules, blended, or hybrid modules that include an online component. The online component should be the focus within the portfolio of evidence.

REQUIREMENTS

It is recommended that participating lecturers should be strongly committed to quality online teaching and learning as evident in his/her teaching practices as well as scholarly activities designed to advance the quality of online teaching and learning. The online teaching practice(s) must have been implemented within the disciplinary teaching-learning context within the past two academic years. All requirements and conditions must be met to participate in the Online Teaching Award.

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

- Evidence of a minimum of three years permanent / fixed-term employment (with a teaching profile / appointment) at the North-West University (NWU). Participants in the Online Teaching Award should have been appointed to teach online modules or the online component(s) of blended, or hybrid modules in Higher Education.
- 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 online teaching.

CONDITIONS

- A participant may only participate in one NWU Teaching Award per academic year.
- An application form to participate in the Online Teaching Award must be approved by the School Director of the School in which the applicant teaches.
- An eligible participant taking part in the Online 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 Online Teaching Award is eligible to participate in the Online 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 Online 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.

CRITERIA

On a specified date, determined by CTL, the participants of this award must submit a Portfolio of Evidence (PoE).

The portfolio should meet the following criteria:

- A description of the module and the online design.
- A description of the pedagogical underpinning or framework using in designing the online component of the module.
- A description of the online teaching 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 online environment.
- A reflective narrative on the results and experience of online 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 online teaching, and supports the above criteria, such as:
 - Evidence of online 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 online teaching. (More weight will be given to actual evidence than general opinion statements or unsubstantiated praise).
 - Feedback from students (quantitative and qualitative) on online teaching.

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?

7. 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 AND CONDITIONS

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 team should consist of two or more university teachers teaching the same module. A 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.
- 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 approach and describe it in terms of the continuum of collaboration by the individual teaching team members.

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 2022 may only participate in 2025.
- If a team participated in the Team Teaching Award and was not awarded, the team may participate in the Team Teaching Award the consecutive/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.

To make it easier for the team to see if they qualify for this award, examples of common types of team teaching approaches are found below. Should your teaching fall within these parameters or a hybrid thereof, you may apply to participate in the award.

- 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. This approach is also referred to as Distributed Team Teaching.

7. TEAM TEACHING AWARD

- Teaching team members collaborate in the planning, content and curriculum development, teaching and assessment of the module. However, the teaching team is furthermore 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). This approach is referred to as Interactive Team Teaching.
- Two or more teachers are present at the same time during a learning opportunity/lecture. However, 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. This approach is referred to as Participant Observer Team Teaching.
- Each member of the teaching team is required to contribute to, and participate in the four areas (planning....) according to their experience, knowledge, expertise, and availability. This is referred to as Alternative Team Teaching.
- A module is planned and taught by a senior faculty member. While the senior faculty member takes the main responsibility for teaching the module, a junior faculty member provides assistance to students (i.e. leads discussion groups, assists students with work and corrects assignments). This is referred to as Hierarchical Team Teaching or Assistant Teaching approach.
- 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 teaching and learning and student success by means of a team teaching approach, such as: Tangible evidence documenting and supporting 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 the teaching and learning experience, including but not limited to the official Student Teaching Learning Experience Survey (STLES).

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.