Want to know more?

Week 2: Sources of feedback for enhancing learning and teaching
Introduction and key concepts: Sources of feedback - the four lenses: Stage 2

Like yourself, many university teachers undertake a program in university learning and teaching, similar to this one. Often they are overwhelmed by the terminology used and the literature. The following accounts of the four lenses have been selected as they are accessible and short, providing an initial engagement with Brookfield's theories and ideas.

Ainsworth, S. (2005). Becoming a relational academic. *Synergy, 22*. Sydney: Institute for Teaching and Learning, The University of Sydney.

Miller, B. (2010). *Brookfield's four lenses: Becoming a critically reflective teacher*. Sydney: Arts Teaching and Learning Network, Faculty of Arts and Social Sciences, The University of Sydney.

The following information is gathered from,

UNSW. (2014). *Gathering Evidence of your Teaching Practice.* Sydney: Author.

Evidence for the facilitation of student learning

- Record in faculty/school/educational institution workload systems of teaching activities
- Course (subject/unit) outlines/guides indicating your involvement in the courses (subjects/units)
- Description of how teaching activities and associated resources facilitate students' achievement of the learning outcomes
- Online course sites or websites where the teaching activity takes place
- Assessment tasks, rubrics and feedback to students
- Evaluative reports on teaching, based on student evaluation surveys (CATEI/myExperience - UNSW specific) or other data
- Feedback to students explaining what you have changed in your teaching/educational context in response to any evaluations

Evidence for the development, review or revision of curricula and/or learning and teaching resources
- Documentation of the program, course (subject/unit) or learning sequence that has been developed, which clearly articulates the purpose (goals/aims), desired learning outcomes, content, and approaches to teaching, assessment and feedback

- Any learning or teaching resources developed for use in the program, course (subject/unit) or learning sequence
- Copies of student evaluation survey (CATEI/myExperience "course" data, Course Experience Questionnaire data), or any other evaluative data regarding the quality and effectiveness of students' experience of the program, course (subject/unit) or learning sequence that you developed, and changes that have been made as a result
- Evaluative feedback from peers and changes that have been made as a result
- Evaluative reports on the program, course (subject/unit) or learning sequence for which the staff member is responsible
- Revised documentation for the program, course (subject/unit) or learning sequence evaluated
- Feedback to students explaining what changes you have made to the program, course (subject/unit) or learning sequence in response to any evaluations

Evidence of scholarship of learning and teaching
- References to the learning and teaching literature in describing your educational context
- Plan for a learning and teaching development project
- Application for internal or external funding to support a learning and teaching development project
- Report on a learning and teaching development project
- Self-reflection on how teaching and curriculum design have been influenced by theory and the success of initiatives
- Publications stemming from a learning and teaching development project

Evidence of professional development
- Completion of one or more courses in the area of learning and teaching in Higher Education (University)
- Evidence of participation in at least 10 hours of professional development programs and activities related to enhancing knowledge and/or skills in learning and teaching
- Evidence of having been mentored into a leadership or management role associated with learning and teaching

Evidence of leadership and management of learning and teaching
- Evidence of having met the faculty's/school/educational context's administrative requirements for the implementation of a program or course (subject/unit)
- Evidence of active management/coordination of staff and resources in the planning, implementation and review of teaching programs, courses (subjects/units), resources or environments (physical, virtual or organisational)
- Evidence of active leadership of staff in the definition, development and review of programs, courses (subjects/courses), resources or environments (physical, virtual or organisational)
- Evidence of how innovations in your own practice may have influenced changes in others' practice
- Evidence of active supervision, mentoring and support of staff with learning and teaching responsibilities
- Evidence of having fulfilled the responsibilities of a leadership role in learning and teaching.