



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Centre for Academic Practice, Trinity Teaching & Learning

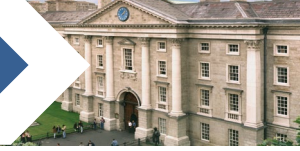
Teaching Awards 2024-25: Guidelines





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The Awards at a Glance

Three Award categories



Inspiring Educator Award

recognises those who have made a **significant** contribution to enhancing teaching excellence, inspiring and motivating students to learn and inspiring colleagues to enhance their own practice.



University Excellence in Teaching Award

recognises those who have made an **exceptional** contribution to teaching and learning at Trinity, often with a lasting impact on students, colleagues, and the institution.



Lifetime Achievement Award for Teaching

Trinity's highest honour, this Award gives special recognition to Trinity educators who have demonstrated a sustained commitment to teaching excellence and innovation over the course of their careers at Trinity, positively impacting on both students and colleagues and contributing meaningfully to the teaching and learning community.

Who can nominate?



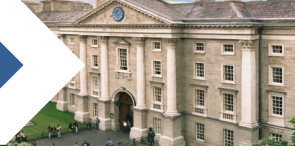
Students



Staff



Alumni



Why apply?

Gain institutional recognition and prestige

Professional opportunities e.g. promotions

Financial reward (€1,500)

Public recognition at Awards Ceremony in Provost's House

What is involved for candidates?

Submit a Teaching Excellence Application Form

Friday 10th Jan 2025

Submit a ten-minute video showcasing excellence in teaching practice

Friday 4th April 2025



Introduction

The Trinity Teaching Awards recognise and celebrate those who have made an outstanding contribution to teaching and learning at Trinity.

'Teaching' can be interpreted broadly to include curriculum design, delivery and evaluation, and 'teaching excellence' can take many forms. In the context of this award, 'teaching excellence' can be defined as achieving and sustaining outstanding quality of teaching and positive educational impact through the effective use of pedagogies that engage and enhance student learning.

The prestige of the award reflects the value that Trinity places on promoting teaching as a scholarly activity and the importance placed on enriching the learning opportunities of its students.

The Teaching Awards seek to:

- recognise outstanding teaching;
- encourage teaching staff to reflect critically on their teaching and learning practice;
- encourage teaching staff to consider scholarly approaches to course design, delivery and assessment;
- reaffirm that curriculum development, teaching, learning, assessment and evaluation are important activities in College requiring high level expertise;
- share best practice in teaching, learning and assessment across College.

The Awards

Inspiring Educator Award

The Inspiring Educator Award recognises those who have made a significant contribution to enhancing teaching excellence, inspiring and motivating students to learn and inspiring colleagues to enhance their own practice.

Each year, an Inspiring Educator Award may be awarded to **one recipient per School or /Professional Services department**. Winners of this Award are automatically **eligible for consideration** for a University Excellence in Teaching Award in the same year.



Awardees receive a certificate of achievement presented by the Provost at the annual ceremony in the Provost's House.



University Excellence in Teaching Award



The University Excellence in Teaching Award recognise those who have made an **exceptional** contribution to teaching and learning at Trinity, often with a lasting impact on students, colleagues, and the institution.

Up to **five** University Excellence in Teaching Awards are awarded each year at the annual ceremony in the Provost's House. Awardees receive an engraved crystal vase and €1,500 to their departmental account.

Lifetime Achievement Award for Teaching

A Lifetime Achievement Award for Teaching is Trinity's highest honour, giving special recognition to Trinity educators who have made a significant, lasting impact on teaching and learning over the course of their careers. This Award recognises deserving recipients who have demonstrated a sustained commitment to teaching excellence and innovation over the course of their careers at Trinity, positively impacting on both students and colleagues and contributing meaningfully to the teaching and learning community.



One award winner may be awarded each year. A Lifetime Achievement Award winner is awarded at the annual ceremony in the Provost's House and receives an engraved crystal vase and €1,500 to their departmental account.

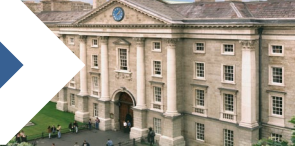
The Process

Stage 1: Nominations

Trinity staff, students and alumni are invited to nominate educators for a 2024-25 Award. Nominations are submitted by completing the online nomination form available from [Teaching Awards 2024-25](#).

Please note:

- Nominators may submit more than one nomination but submitted forms that do not meet the prescribed word count will not be accepted. Names of nominators will not be disclosed to the nominee.



- It is not acceptable to canvas for nominations and any nominee canvassing will have their nomination removed from the process.
- Nominees on sabbatical/maternity/other leave may seek to defer their nomination to the following academic year.
- Previous recipients of the **University Excellence in Teaching Award** are not eligible.
- Nominees must receive a **student nomination** (from a current student or alumni) to be deemed eligible to proceed to Stage 2.

All nominees will receive notification from the Centre for Academic Practice confirming their nomination.

Eligible nominees will be invited to proceed to Stage 2 of the application process by submitting a Teaching Excellence Application Form (TEAF). Nominees have the option to defer their application for **one year only** or to decline. Those who defer or decline will not have their name disclosed to their School/Area.

Eligible nominees

All members of Trinity academic staff, and academic-related professionals with roles in supporting teaching and learning, are eligible for nomination. Nominees must be employed in Trinity through one of the following means:

- permanent contract;
- contract of indefinite duration;
- contract of more than one year in duration that does not expire before 30th June 2025;

Stage 2: Submission of Teaching Excellence Application Form (TEAF) & Selection of Inspiring Educator Award Recipients

The Teaching Excellence Application Form (TEAF)

The TEAF consists of five sections:

1. A teaching philosophy statement
2. Quality of teaching
3. Development and enhancement of curricula
4. Evaluation of, and reflection on, teaching and learning practice
5. Raising the profile of teaching excellence

Candidates should submit their TEAF by emailing it as a Word document to Jade.Concannon@tcd.ie (Centre for Academic Practice) by **12 noon on Friday 10th January 2025**. Please use file-naming convention:

Surname-Firstname-TEAF2425.doc

Applications will be then directed to the relevant area for review.

Each School/Professional Services Area may select up to **three** nominees for consideration by the Inspiring Educator Award Review Panel.



Please note:

- Not all areas may receive a nomination in a given academic year.
- Schools/Professional Services Areas **are not** obliged to put a nominee(s) forward for consideration for an Inspiring Educator Award.
- Areas may choose to share their shortlisted rankings with the Inspiring Educator Award Review Panel, though this is not a requirement.

All TEAFs will be evaluated using the criteria outlined in Appendix 1.

Inspiring Educator Award Review Panel

The panel is comprised of:

- Senior Lecturer or Dean of Graduate Studies
- Head of the Centre for Academic Practice or nominee
- Student representative

The Centre for Academic Practice will inform candidates of the outcome of reviews by 12 noon on **21st February 2025**.

All recipients of an Inspiring Educator Award are honoured at a Ceremony at the Provost's House. Inspiring Educators are also invited to progress to stage 3 of the Awards process where they may be considered for a University Excellence in Teaching Award.

Stage 3: Submission of video, self-evaluation & selection of University Excellence in Teaching Award Recipients

All recipients of an Inspiring Educator Award who decide to progress to Stage 3 are required to submit a video recording showing excellence in their teaching practice and a self-evaluation of their recorded teaching activity.

Video recording (10 mins max)

This video should evidence the candidate's implementation of a teaching activity and showcase **excellence in their teaching**. Detailed instructions on how to submit videos will be provided to all candidates prior to submission.

Please note:

- Permissions from your students or any person(s) appearing in the video must be obtained in writing prior to the recording to ensure adherence to GDPR & College Guidelines.
- The Centre for Academic Practice may subsequently request permission to share these video recordings via their website with the aim of promoting excellence in teaching.



- Some candidates who progress to Stage 3 may not have teaching commitments in Hilary Term 2025, thereby making video recording difficult at this stage in the process. To ensure that these candidates can progress their application, all candidates will be invited to record a video at Stage 2, in the event that they receive an Inspiring Educator Award. Alternatively candidates can defer their application for a University Excellence in Teaching Award for one year with permission from their School/Area.

A self-evaluation of their recorded teaching activity (500 words).

Whilst the video reflects the candidate's actual teaching performance, panel members are also interested in their evaluation of this session. Candidates should use this self-evaluation to provide a context to the recorded teaching activity and alert panel members to any areas that they would particularly like to draw their attention to. For example, candidates may wish to consider the following questions:

- What is the context of the teaching activity?
- Did the activity go as you intended?
- What were the learning outcomes for this activity?
- How does this activity align to module or programme learning outcomes?
- What pedagogies and learning resources did you use to ensure achievement of these learning outcomes?
- How did you determine that learning outcomes were achieved?
- What was the level of student activity and interaction? Highlight any interactive activities, discussions, or feedback mechanisms that encourage student involvement and showcase a responsive, student-centered learning environment.
- How was your learning space organised? (Note that this may include digital learning spaces.)
- After reviewing the recording, are there any areas you would like to improve or any insights you gained about your teaching approach?

Please note:

- Videos must be submitted in **one mp4** file using file naming convention **Surname-Firstname-2425.mp4**.
- Self-evaluations must be submitted in one Word document (.doc) using file naming convention **Surname-Firstname-2425.doc**.
- Videos and self-evaluation forms must be submitted via email to Jade.Concannon@tcd.ie using one of the following options:
 - a link to a SharePoint folder containing both files OR
 - via [HEA File Sender](#) .
- Recordings must be no longer than **10 minutes**.
- Recordings should **not contain any blank screen** time.
- Recordings should **evidence student engagement**.



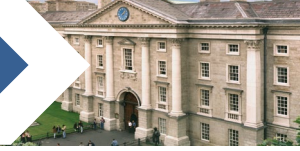
University Excellence in Teaching Award Review Panel

All video submissions and self-evaluation forms, along with accompanying TEAFs, are reviewed by an Institutional Review Panel comprised of:

- Senior Lecturer (Chair 2024-25)
- Dean of Graduate Studies (rotating Chair)
- Head of the Centre for Academic Practice, Trinity Teaching and Learning
- Three members of the academic staff, one from each Faculty
- Education Officer, Students' Union
- Postgraduate Representative
- External Reviewer

Using predefined evaluation criteria (see Appendix 1 and 2), this review panel will select the recipients of the 2025 University Excellence in Teaching Awards.

All candidates will be notified of the results of the review panel by the Centre for Academic Practice. Feedback may be provided to candidates on request.

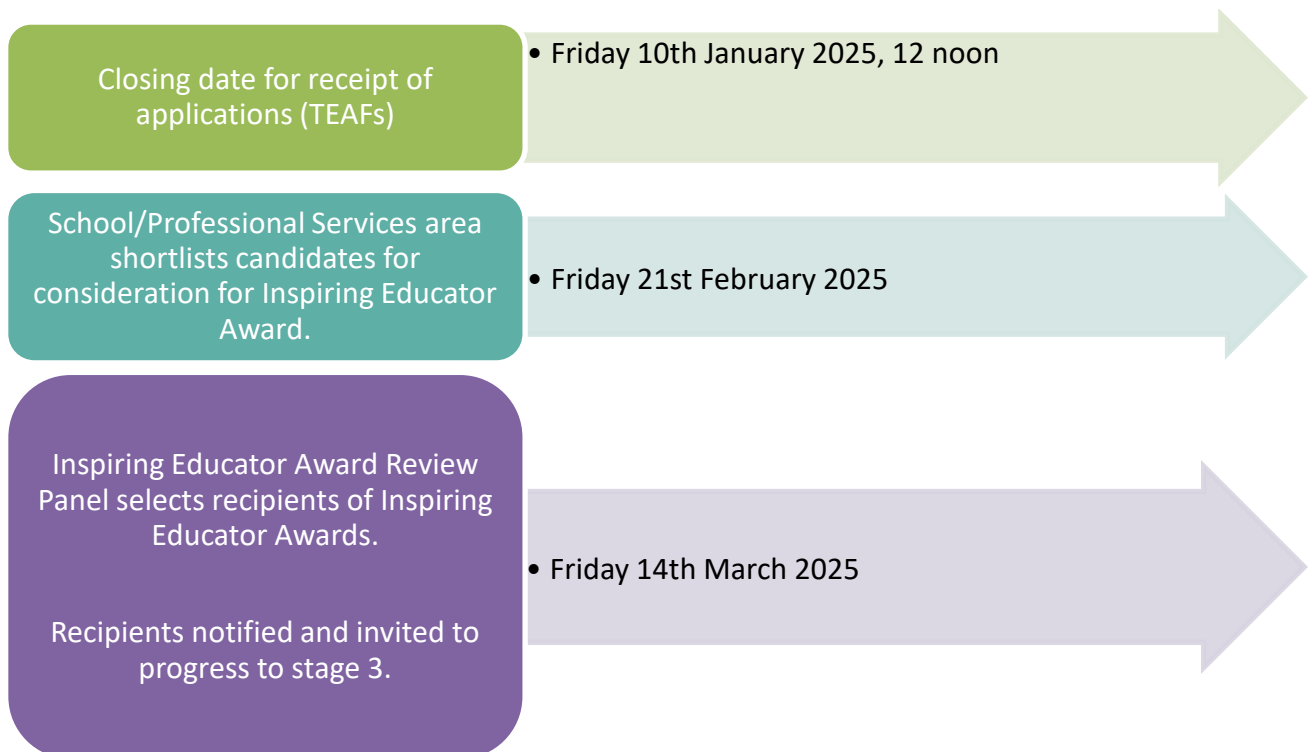


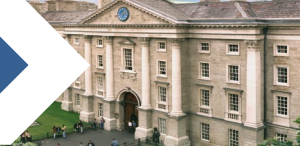
Key Dates

Stage 1: Nominations

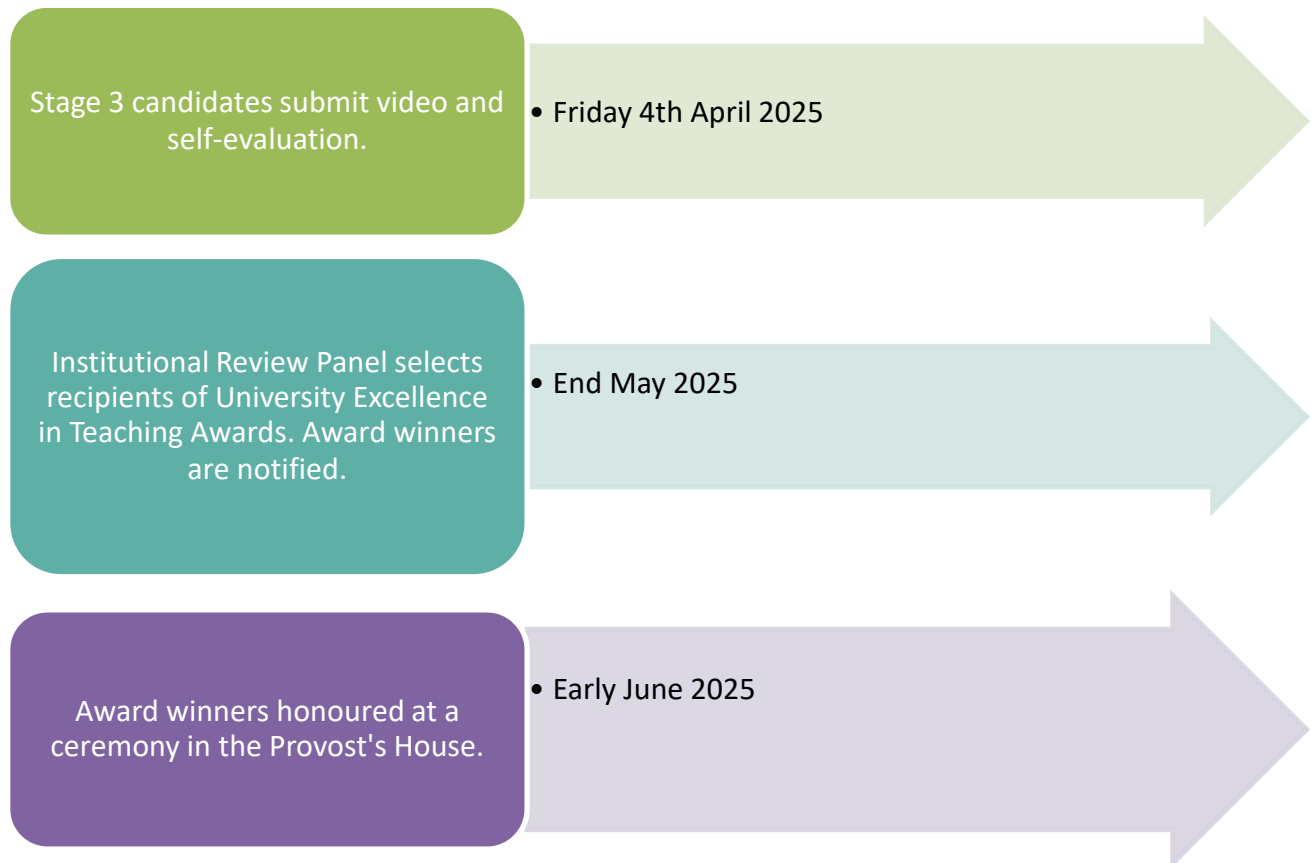


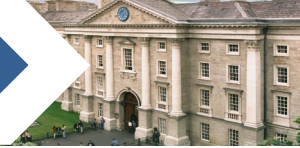
Stage 2: Submission of TEAF & Selection of Inspiring Educator Award Recipients





Stage 3: Submission of video/self-evaluation and selection of University Excellence in Teaching Award recipients

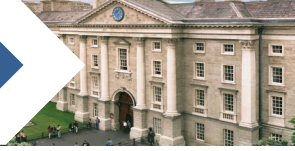




Further Information & Support

Further information and support is available from:

Ms. Jade Concannon
Programme Administrator
The Centre for Academic Practice
Email: Jade.Concannon@tcd.ie
[Centre for Academic Practice website.](#)



Appendix 1: Teaching Excellence Application Form (TEAF) Evaluation Criteria

60 marks in total

Please use this rubric to evaluate the candidate's application which includes (1) Application Form (2) Student Nomination(s), (3) Video and (4) Self-reflection.

1. Teaching and Learning Philosophy (Max Word Count 400)

A Teaching Philosophy Statement (TPS) is a statement of reflection and a philosophical framing of the candidate's personal approach to teaching and student learning. It explains the rationale behind what guides their practice, what factors impact on them as an educator and what values underlie the candidate's practice. Does the TPS:

- articulate and clarify the candidate's teaching and learning beliefs and values?
- Provide evidence of alignment between their beliefs and teaching practice?
- consider relevant concepts, models and/or frameworks from the scholarship of teaching and learning (SOTL)?

___/10 marks

2. Quality of Teaching (Max Word Count 400)

The TEAF should demonstrate evidence of the candidate's ongoing commitment to developing and implementing research-informed pedagogical approaches that engage, motivate and enable students to learn. Has the candidate:

- outlined a clear pedagogical approach, informed by the scholarship of teaching and learning?
- engaged students meaningfully in the learning process?
- motivated and inspired students and supported their ongoing learning journey?
- created an inclusive and supportive learning environment?
- demonstrated innovation in their teaching practice?

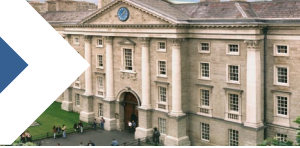
___/10 marks

3. Development and Enhancement of Curricula (Max Word Count 600)

Excellent teaching involves more than mastery of course content. The TEAF should demonstrate evidence of design and/or implementation of curricula which are informed by current research, inclusive, accessible and aligned to discipline needs. Does the TEAF demonstrate that the candidate has:

- knowledge of curriculum design approaches, informed by scholarship of teaching and learning?
- designed/implemented programmatic approaches to teaching, learning and/or assessment?
- created accessible, inclusive resources to support student learning?
- used approaches that foster academic integrity?
- designed innovative forms of assessment?
- adapted their approach in light of societal changes and challenges? (e.g. Generative Artificial Intelligence, Sustainability etc.)

___/15 marks



4. Evaluation of, and reflection on, teaching and learning practice (Max Word Count 600)

Evaluation of, and reflection on, teaching practice is key to professional development and ongoing enhancement of teaching and learning. Does the TEAF demonstrate that the candidate has:

- sought formative feedback on their teaching practice from students and/or peers?
- critically reflected on this feedback with a view to enhancing future teaching practice?
- used self-reflection to refine and enhance teaching practice?
- engaged in professional development activities related to enhancement of teaching and learning?
- demonstrated sustained commitment to continually enhancing their teaching practice?

___/15 marks

5. Raising the Profile of Teaching Excellence (Max Word Count 400)

In this section, the panel wishes to see evidence of contribution to raising the profile of teaching excellence at the level of discipline/university or beyond. Does the TEAF demonstrate that the candidate has:

- shown educational leadership through activities or innovations that have broad influence on teaching within their discipline and/or beyond?
- coordinated, managed or led programmes of learning?
- contributed to professional activities or publications related to teaching and learning?
- shared teaching and learning expertise, practices and insights with the broader academic community e.g. via seminars, workshops, communities of practice, publications?

___/10 marks

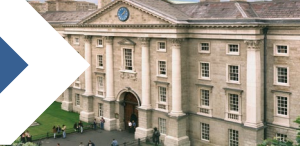
Total Marks

___/60 marks

6. Feed Forward for the TEAF (please use additional pages if you wish)

Areas of Strength:

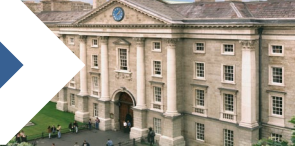
Areas that could be developed:



Appendix 2: Video & Self Evaluation Adjudication Criteria

40 marks in total

| 1. Video & Self-Evaluation | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Does the video and Self-evaluation demonstrate that the candidate has: | |
| <ul style="list-style-type: none"> • Used a clear pedagogical approach that demonstrates alignment between learning outcomes and teaching activity? • engaged students meaningfully in the learning process? • created an inclusive, accessible and supportive learning environment? • demonstrated innovation and creativity in their approach to teaching? • critically reflected on their recorded teaching activity and considered areas for enhancement? | |
| | <u> </u> /40 marks |
| Total Marks | <u> </u> /40 marks |
| 2. Feed Forward for the Video Submission (please use additional pages if you wish) | |
| Areas of Strength: | |
| | |
| Areas that could be developed: | |
| | |
| Total Marks | <u> </u> /100 marks |



The Centre for Academic Practice, Trinity Teaching & Learning

"Our mission is to inspire and strengthen a culture of enhancement and innovation in teaching and learning underpinned by research, innovation, inclusivity, sustainability and collaboration."

academicpractice@tcd.ie

www.tcd.ie/academicpractice