

South Australian / Northern Territory Promoting Excellence Network

The University of Adelaide - Mock Citations Assessment Session

Dr Juhani Tuovinen (Tabor Adelaide) and Dr Deborah West (Charles Darwin University)

What types of evidence may be incorporated in an OLT Citation statement?

- Must be strong and coherent
- Peer review
- Relevant publications
- Quantitative comments from students/peer but used sparingly
- Internal awards
- Community statements – impact of teaching to the community
- Recognition from professional bodies
- Images – weigh up the value, but can be used.
- Resources are evidence if you can indicate how and why they worked.
- Use literature (John Biggs, Paul Ramsdens, etc.) as evidence of scholarship and in support of your teaching and learning, verifies approaches, theories or practices with an established body of evidence (caucus of knowledge). Use strategically.
- SETs however when using SETs make sure you put SETs in context – What is the scale, be explicit? Explain any gaps in SET results. Think about using a graph. Bad SETs can be used if they improve over time as long as the story is a good and describes what has been implemented to improve the situation.
- Be creative with your evidence but ensure it has substance
- Evidence must be sustained – this is generally considered to be no less than three years and may be from across institutions as long as the story is coherent.

What would you suggest that people do when writing an OLT Citation statement?

- Choose one criteria only – tell the story/journey and then ensure all evidence supports that criteria.
- If using two criteria suggested to put the greater emphasis on one and then show how the second one ties in there to support it. One of the issues with addressing two it - How do you provide enough evidence and keep the story together? Symbiotic and logical relationship between the two.
- Use accessible language – assessors come from all disciplines therefore make sure the language used is personal; convey teaching strategy; write in the first person or be consistent with use of team name; passion may be evident but ensure learning outcomes are evident; be descriptive.
- Explain the context early – Who are you? What type of institution? Who are your students? Use the words/headings and instructions.
- Match the content to the criteria – don't make it hard for the assessors.
- Describe the problem and then the approach (Why? How?); show the journey (strategy based on evidence); tell the story.
- Recognition v's evidence – make sure you have evidence.
- Use quotes that are specific to the problem/approach/outcome.
- Every word needs to count therefore use strong and concise evidence.
- Think about formatting (make it easy for assessors to read).

OLT Assessors

- Do not assess applications from their same state.
- Do declare conflicts of interests.

