

TEAs Report

2017

NUSU Teaching Excellence Awards Report

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“She is always available to offer support with any projects and will push you that extra mile to achieve something you thought wouldn’t be possible.”

Purpose of the Report

Drawing upon data from the 2016/17 NUSU Teaching Excellence Awards (TEAs) nominations, this Report identifies and explores the teaching approaches which students most commonly cite as contributing to their academic and personal development.

In so doing, it is hoped that this Report will prove useful for enhancement purposes within academic units and faculties and contribute more generally to the University’s [ongoing strategy](#) to place the student voice ‘at the centre of the learning experience’.

In addition, the findings of this Report will help to direct NUSU’s ongoing collaboration with the University on learning and teaching projects and inform the future development of the TEAs, helping NUSU to ensure that it best represents students’ academic interests.

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“Their encouragement and support, as well as unrivalled insight into this industry, has given me the confidence to pursue [my subject] as a career.”

Executive Summary

The Report takes the phrases most commonly used by students in the 2016/17 TEAs nominations to describe teaching excellence and groups them into three broad categories:

Going beyond the ‘expected’

- Students identified approaches which deepen their understanding of course material as exceeding their expectations of teaching, attributing these approaches to a more profound consolidation of knowledge.
- Students also frequently valued staff that went to great efforts to provide clear and detailed explanation of course content.
- Many students expressed a sense of their expectations being exceeded by staff dedicating additional time to academic and pastoral support, most notably through prompt and detailed responses to email queries.

Encouraging and enabling

- Students identified formative feedback oriented towards self-reflection and development as the key to enabling them to become more independent learners.
- Students frequently praised the dedication, emotional intelligence and diligence of University staff providing vital assistance and encouragement in times of personal difficulty.
- When expressing how and why they felt enabled by the support provided by their personal tutors or supervisors, students often demonstrated a sense of ultimate ownership over their own development as learners.

Willingness to engage

- In expressing their sense of how staff members were ‘available’ and ‘accessible’, students cited examples of lecturers actively seeking their input on the delivery and potential improvement of course delivery.
- The nomination data also highlighted instances of staff nurturing a communal and collegiate atmosphere in their school in which students could confidently raise problems with their studies.

“[They] enabled us to have a better insight into what we needed to get out of the teaching in order for it to be a success.”

Background

NUSU first introduced the Teaching Excellence Awards (initially the Learning and Teaching Excellence Awards) in 2011/12 as a way for students to acknowledge the contributions of teaching and professional services staff to their University life. Principally taking the form of an awards ceremony, the TEAs required students to submit a qualitative nomination outlining how their favoured staff member exemplified excellence in categories such as assessment feedback or postgraduate supervision.

Upon realising that these testimonies might prove valuable for enhancement purposes, NUSU decided to analyse the nomination data from the 2015/16 TEAs and produce a report on its findings. Published in 2016, [this Report](#) took a purely qualitative approach to highlight a range of specific teaching approaches and methods that students associated with excellence, summarised as follows:

Teaching Methods	<ul style="list-style-type: none">▪ Good and engaging lecture delivery▪ Practical application of ideas▪ Using storytelling as a teaching tool
Teaching Approaches	<ul style="list-style-type: none">▪ Personality traits (approachability, passion etc.)▪ ‘Going the extra mile’ to help students▪ Having adequate amounts of contact time
Student Impact	<ul style="list-style-type: none">▪ Improved confidence and understanding▪ Better marks in work or exams▪ Enhanced transferable skills

NUSU promoted these findings at the 2017 University Learning and Teaching Conference, and at staff meetings within individual schools. These discussions identified the following three areas of potential improvement for future research:

- A more quantitative approach to the nomination data to lend the findings greater weight and focus for enhancement purposes.
- Greater dissemination among students to foster a deeper understanding of, and engagement with, the notion of teaching excellence.
- Less focus on personality traits of nominated staff in favour of a greater focus on nominations which display traits of reflective learning, in which students critically analyse their own role in their academic development.

In response, NUSU has:

- Revised the TEA Report's methodology so that its discussion is explicitly structured by a quantitative approach to the nomination data, identifying the phrases which are most frequently used by students and the teaching approaches which they typically describe.
- Produced a video featuring students and staff which summarises this Report's findings and places a greater emphasis on the outcomes and impact of excellent teaching for students (see Appendix for weblink).
- Whenever possible, sought to move discussion beyond identifying *what* teaching approaches students associate with excellence, to explore *how and why* students make these associations.

Whereas the 2016 Report consisted of a broad but unweighted overview of a range of teaching strategies (aligned roughly to the TEAs nomination categories), this Report's revised methodology produces a necessarily narrower overview of specific teaching techniques.

However, by focusing on the underlying assumptions about learning and teaching embedded within the most frequently occurring phrases used by students in the nomination data, it is hoped that this Report will provide a greater insight into how students understand their own learning processes and the teaching they receive. While particularly popular teaching approaches are identified, it is hoped that staff will feel able to engage with these deeper arguments irrespective of whether the specific examples of teaching cited echo their own practice.

Nevertheless, it is worth noting that there are very few significant differences between the types of teaching approaches that feature in the nomination data for the 2016 and 2017 Reports.ⁱ As such, it is hoped that this Report and its predecessor can be read in conversation with one another, with the qualitative survey approach of the 2016 Report complementing the quantitatively weighted and more discursive approach taken herein.

3.1 Towards a definition of 'teaching excellence'

In the 2016 TEAs Report, NUSU expressed its concerns about the metrics with which the Teaching Excellence Framework aimed to measure teaching excellence. Since then, NUSU's Student Council has passed [a motion formally opposing](#) the TEF, a decision primarily influenced by the Union's opposition to further tuition fee increases, but also informed by a concern about the TEF's account of teaching excellence.

These suspicions are reflected in the findings of *Teaching Excellence: a Student Perspective*, a research project undertaken by Trendence UK on behalf of a consortium of students' unions. A sample of 8,994 students from 123 universities (31% of which are Russell Group institutions) teaching quality (90%), support (89%) and knowledge/skills gained (89%) as key indicators of excellence over employment prospects (76%).

Given the ongoing debate within the Higher Education sector around this issue, NUSU believes that it is important to further develop this ongoing conversation about teaching excellence between Newcastle University staff and students, by both highlighting the teaching approaches which students themselves associate with excellence and engaging with the responses of academic staff to such findings.

“...goes above and beyond what is expected to ensure students have a good understanding of what is being taught.”

Nomination Data and Methodology

NUSU received 349 nominations for the 2016/17 TEAs. As Figs 1-3 illustrate, these are spread fairly evenly across the University's three faculties, with the overwhelming majority were submitted by students at the University's main campus in Newcastle:

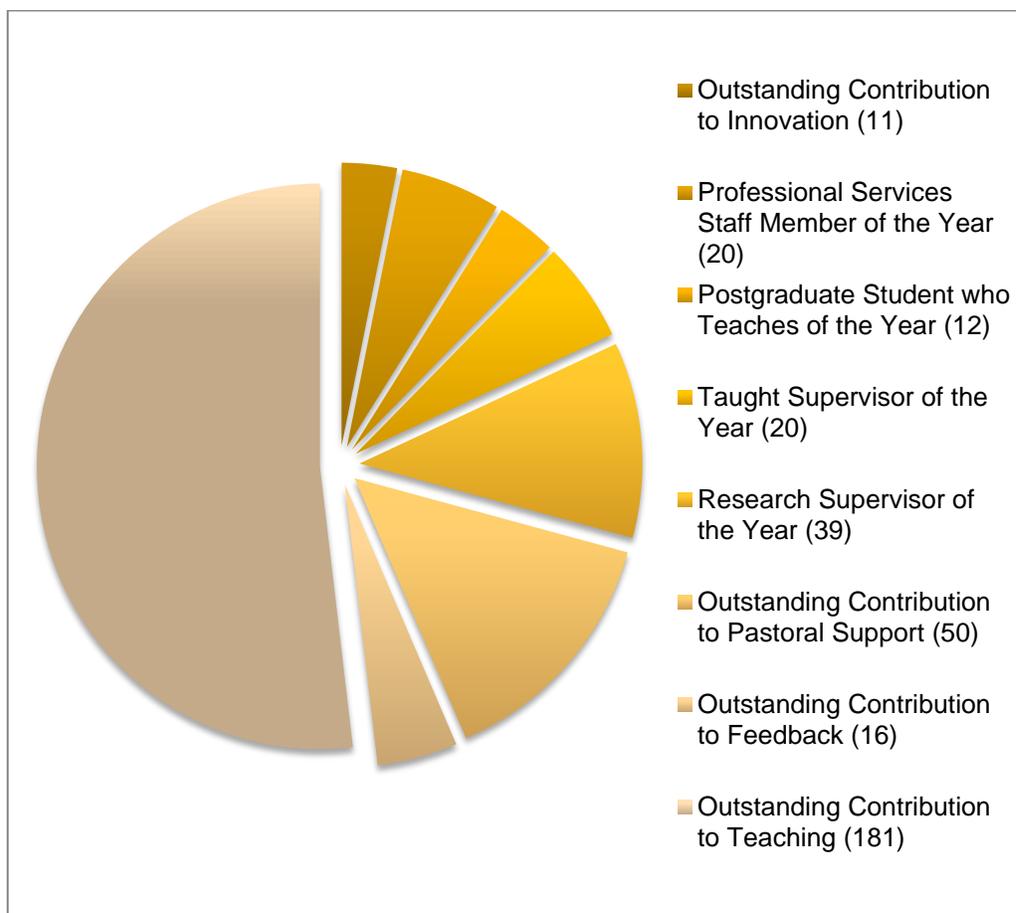


Figure 1 Total nominations by category

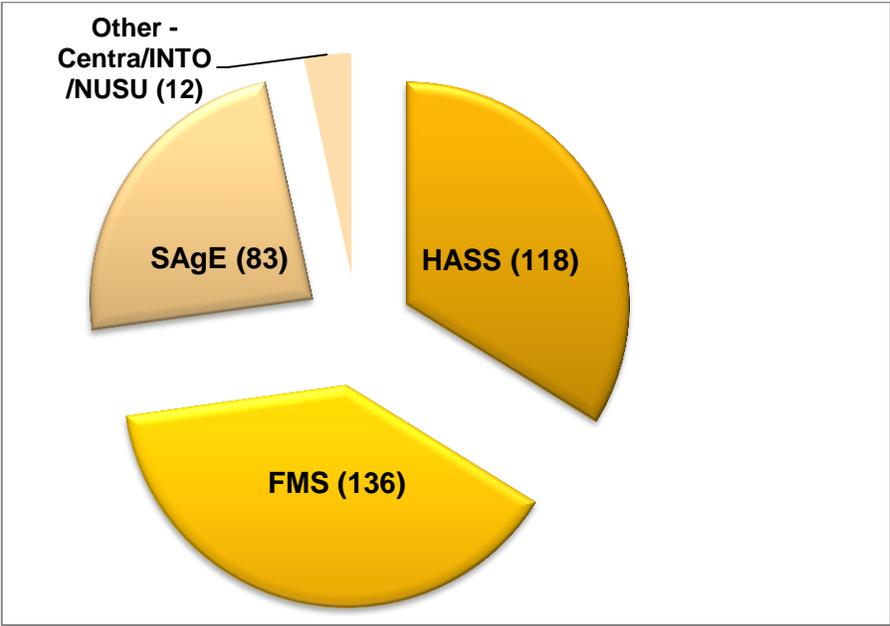


Figure 2 Nominations received by faculty

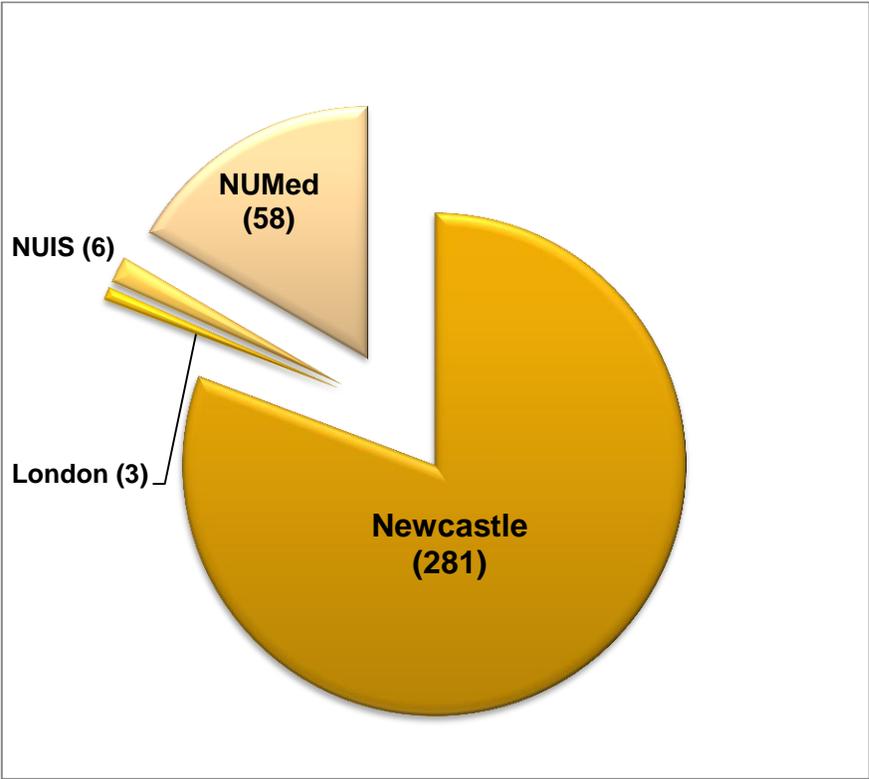


Figure 3 Nominations received by campus

In building a main corpus from this nomination data, it transpired that there were significant overlaps in qualitative content between nomination categories. As such, the data from the nomination categories was also grouped as follows:

- **‘Teaching’** (Drawn from: Contribution to Teaching, Contribution to Feedback, Contribution to Innovation, Postgraduate Student Who Teaches, Taught Supervisor)
- **‘Support’** (Drawn from: Research Supervisor, Taught Supervisor, Contribution to Pastoral Support, Professional Services)

The nomination data was then subjected to several text searches to identify the most frequently occurring three and four-word phrases. Within the main corpus, the following lists of commonly occurring phrases were gathered:

Rank	Raw frequency	Four-word phrase
1	32	out of her/his/their way
2	21	made me feel like/more
5	18	goes above and beyond
6	15	me feel more confident
13	12	is always willing to
13	12	is always available to
20	10	has allowed me to
22	9	has encouraged me to
24	9	door is always open

Rank	Raw frequency	Three-word phrase
3	42	above and beyond
4	40	made me feel
15	25	allowed me to
19	24	encouraged me to
29	20	is always available
40	19	always willing to
43	18	understanding of the
65	16	enabled me to

At a glance, several phrases appear in both phrase tables. They can be grouped thematically as follows:

Going beyond the ‘expected’

Encouraging and enabling

Willingness to engage

Whereas the 2016 Report broadly structured its findings around the TEAs nomination categories, the ensuing discussion instead takes the three themes outlined above as a starting point to critically explore students’ perceptions of teaching excellence. Wherever relevant, the Report gives specific examples of teaching approaches and makes comparisons with the findings of the 2016 Report, as well as those of the *Teaching Excellence: the Student Perspective* report.

“She used innovative activities [...] to really engage students in the learning process.”

Discussion

1 Going beyond the ‘expected’

The nomination data provides many specific examples of teaching which students perceive as exceeding their expectations. The following commonly occurring phrases all allude to staff surpassing students’ expectations:

Term	‘Teaching’	Relative Frequency ⁱⁱ	‘Support’	Relative Frequency
above and beyond	24	448	19	475
out of her way	6	131	12	300
out of his way	7	112	6	150
out of their way	1	19	1	25

The most commonly associated words for each of these individual phrases are illustrated as word clouds below:



Figure 4 Words most associated with the phrase ‘above and beyond’



Figure 5 Words most associated with the phrase ‘out of their way’ and its gendered variants

While, as Fig 4 illustrates, there are several linking words associated with ‘above and beyond’, the most common of these is ‘ensure’. Every instance of the word’s occurrence in the nomination data alludes to staff efforts to deepen their students’ understanding of course content. Some illustrative examples include:

*“...has gone above and beyond her post to **ensure students have an understanding** about material both in her subject field and out of her field.”*

*“...goes above and beyond what is expected to **ensure students have a good understanding of what is being taught.**”*

*“...goes out of his way to **ensure that students learn and understand the material.** He explains and breaks down key concepts into simple understandable language, and **places an emphasis on understanding rather than just memorising.**”*

Such examples suggest that it is this emphasis on a deeper conceptual understanding of what is being taught which exceeds students’ existing expectations of learning and teaching. Indeed, as the final example illustrates, some students go so far as to make an explicit distinction between ‘deep level’ and ‘surface’ learning, albeit without quite employing such terminology.ⁱⁱⁱ

Given that staff are often privy to the gradual transition from secondary to tertiary education that their students undertake, it may well be unsurprising to find that students appear not only to value deep level learning, but perceive it as exceptional. Nevertheless, given the importance that educationalists such as Ramsden (2003) place on the importance of deep learning in Higher Education, it is worth reflecting on how to raise student consciousness of this approach to teaching and learning.^{iv}

Indeed, the nomination data suggests that students most conscious of the impact of deep learning cite broader perceptual changes as a result of excellent teaching, by which not only are their expectations exceeded, but their perspectives on a given subject, or even themselves as individuals, are altered:

*“...their work has opened up my eyes to a **different way of looking at the experiences of patients and healthcare professionals.**”*

Such sentiments are echoed in the findings of Trendence Report, which argues that “the growth and progress of a student” is, in fact, partly measured in the “skills gained [and the] application of knowledge and abstract thinking” (8).

Of course, the extent to which this appreciation of deep learning is representative of the wider student body is moot. It may well be the case that many students who did not engage with the TEAs instead favour a ‘strategic’ attitude towards learning, in which surface level teaching approaches sit more favourably in a more utilitarian view of education.^v While this is not reflected in the nomination data, it is worth noting that praise is often given to practical approaches to outlining and clarifying basic knowledge:

*“...spent an afternoon going through basic dermatology and **explaining the often confusing conditions.** He followed through with this teaching by emailing us resources that we could use **to help consolidate the new knowledge.**”*

*“...would make ‘flip videos’ [...] to **explain topics that were not clear to us.**”*

In terms of specific teaching strategies which facilitate such an improved understanding, there is a great deal of overlap with the findings of the 2016 Report. The 2016 Report found that students valued staff who could deliver lectures in a “clear, well-structured and informative manner”, with effective use of lecture materials such as handouts (2). This is echoed in this year’s Report, especially with regards to students highlighting the importance of supplementary material.

There is, however, a slightly greater emphasis in this year's findings on online teaching methods such as Blackboard discussion boards and interactive multimedia. Without further research it is impossible to attribute this to a general increase of online delivery on behalf of the University or a greater demand and appreciation for such approaches by the student body.^{vi}

In addition, the discussion thus far also reinforces the 2016 Report's claims that students associate excellence with staff who "demonstrate the practical application of ideas" (2). This is especially true in nominations for staff from the Faculty of Medical Sciences, as following example demonstrates:

*"They are both knowledgeable & enthusiastic, and always approachable. They utilise **practical sessions, such as acute simulation & lo-fi simulation to reinforce taught knowledge** and always offer constructive feedback in a sensitive but useful manner."*

The notion of exceeding expectations, of course, should be treated with caution. Perhaps inevitably, a considerable number of the examples the nomination data refer to the fact that the members of staff spend their own time to explain topics which students have difficulty understanding, reflected by the prominence of words such as 'available' in Fig 5 (see also the words 'appointment', 'email' and 'time' in Fig 7).

As the 2016 Report observed, however, while the TEAs nominations exhibit a great deal of appreciation for staff who are willing and able to take time to explain topics, it is as much the quality of such explanations that students value as it is the quantity. Given that student numbers remain uncapped and that academics already face considerable pressures on their time, NUSU does not believe it is in the interests of students to place unreasonable expectations on staff.

Indeed, as NUSU has reiterated when sharing the findings of the 2016 Report, the purpose of its research is to identify and promote teaching *excellence*, not teaching *expectations*, and as such, we would reiterate our support for appropriate staff-to-student ratios which allow staff to provide appropriate contact time.

2 Encouraging and enabling

While the theme of encouragement might be more immediately associated with pastoral support, the nomination data suggests that such outcomes also influence how students value teaching itself:

Term	Teaching	Relative Frequency	Support	Relative Frequency
encourage	61	1,138	54	1,349
made me feel	27	504	17	425
allowed me	14	261	14	350
enabled me	7	131	13	325

Pedagogically, this is perhaps unsurprising; Ramsden (2007), for example, offers ‘concern and respect for the student’ as one of his six key principles of effective teaching, arguing that encouragement is essential in achieving good learning outcomes.

The word-map below further illustrates how students perceive of teaching excellence in terms of encouragement or ‘being enabled’. The multiple links between the word ‘confident’ and a series of solutions relating to academic and non-academic problems demonstrate the importance students place on initial support and engagement from staff in relation to their development as independent or resilient learners.



Figure 6 Words most associated with the phrases ‘encourage’, ‘enabled me’, ‘made me feel’ and ‘allowed me’.

Upon closer inspection, the nomination data points to effective feedback as the key to enabling students to become more independent learners:

*“She will always email back with a thorough and clear explanation if you are struggling with a concept. It made me feel much **more confident for exams**, because I felt she helped us understand things well.”*

*“...is also someone that I see that I could talk to and approach if I ever need help...she has made me feel more confident in myself as a chemist and **made me challenge myself in my theories and questioning.**”*

Whereas the 2016 Report highlighted the value students place on a blended or holistic approach to feedback, this year’s data proves less conclusive with regards to particular forms of feedback. However, both datasets demonstrate a clear appreciation for formative feedback oriented towards self-reflection and development:

*“...would send very detailed reports of the Turn It In/plagiarism findings. These were always written in a really friendly and professional way with enough detail to **help us avoid making the same mistakes.**”*

“Doing a pre-teaching test highlighted how little we knew on the subject beforehand, and enabled us to have a better insight into what we needed to get out of the teaching in order for it to be a success.”

*“They have supported me in growing in confidence which I feel is **vital for success not only in exams, but as a doctor.**”*

Such testimonies illustrate Quinton and Smallbone’s (2010) assertion that well-planned and incorporated feedback opportunities offer students an ‘experiential base for reflection’ in their studies. While promptness, personalised and supportive comments, and attention to detail remain characteristics which students associate with excellent feedback, the nomination data more generally suggests that it is the extent to which these qualities explicitly enable and encourage students to develop as learners which proves more significant.

Again, this echoes the findings of Trendence report, in which one student defined teaching excellence as:

“a framework which encourages students to be the best that they can be and one that encourages students to be in control of their own development (8).”

Encouragement and improved confidence are also pervasive indicators of excellence in supervision and pastoral support. As outlined in the 2016 Report, the nomination data in these areas frequently speaks to the outstanding dedication, emotional intelligence and diligence of both academic and support services staff in providing vital assistance to students in positions of considerable hardship:

*“**[Their] approach to being a tutor is amazing, it’s made me feel so welcome and accepted in the university.**”*

“I strongly believe that if it was not for all of their pastoral support I would not have completed my third year [...] Knowing that they were available to speak to at any time when things were starting to get too much was very reassuring and helped me to keep going.”

Encouragement is not only understood in terms of overcoming obstacles to studies, but in terms of facilitating academic and professional development:

*“...has made me feel far more positive about **my ability to complete my degree.**”*

*“...allowed me to gradually **develop my ‘being’** as a researcher.”*

*“I am significantly more motivated to **continuously better myself** through this project.”*

*“Their encouragement and support, as well as unrivalled insight into this industry, **has given me the confidence to pursue this as a career.**”*

What is revealing is how these examples consider being ‘enabled’ or encouraged in terms of a mutual relationship; students in these examples do not just demonstrate how they were given vital direction by their personal tutors or supervisors, but also maintain a sense of ultimate ownership over their own development. Again, this echoes the aforementioned emphasis that the Trendence report places on teaching approaches which keep students “in control of their own development”.

3 Willingness to engage

As the word map below illustrates, the three phrases associated with a willingness to engage are much more closely linked than those from other categories, perhaps suggesting a greater consensus amongst students with regards to this theme:



Figure 7 Words most associated with the phrases 'door is always open', 'is always available', 'always willing to'

Term	Teaching	Relative Frequency	Support	Relative Frequency
is always available	13	243	8	200
always willing to	10	187	9	225
door is always open	0	0	9	225

Regarding teaching, the majority of cases found the above phrases coupled with the word 'help' and its variants, for instance:

*"...inspires you to learn through her enthusiasm for the subject, using innovative teaching methods to **fully engage students during lectures**. She is always available to offer support with any projects and will **push you that extra mile to achieve something** you thought wouldn't be possible."*

*"...she used innovative activities like shared reading, synthesising reports into 'tweets', and mocked up coaching sessions to really **engage students in the learning process**."*

Moreover, students perceive a 'willingness to engage' in terms of staff actively soliciting student feedback, a sentiment which is again echoed in key strains of pedagogical thought.^{vii} Ramsden's contention that the teacher should investigate how their teaching affects their students' learning and adapt it in response to feedback is echoed in student testimonies such as:

*"She is always willing to share her knowledge and experience with us, while encouraging us to explore further by providing useful resources such as textbooks and websites to us. When we have questions to ask, she is always more than happy to answer it because according to her, **this is part of her learning process too**."*

*"This lecturer is always willing to help and goes above and beyond what is expected to ensure students have a good understanding of what is being taught. He is friendly, approachable and patient. He **is always trying to find ways in which lectures and teaching could be improved**..."*

*"She is heavily involved in identifying innovative ways to involve students in lectures including resources such as Ombea. She works hard to **develop sessions based on student feedback** involving the Careers Service and Library/Writing Development Centre when appropriate to provide information from those with the best knowledge in each of the areas."*

*“...has fostered an environment where **students are able to ask questions when they are unsure.**”*

In administrative, pastoral, and supervisory roles, by contrast, it is the notion of ‘accessibility’ or ‘availability’ which proves most prevalent. Perhaps unsurprisingly, given the value placed on timely feedback discussed elsewhere, the nomination data is rich in examples of staff demonstrating considerable flexibility so as to respond to their students’ academic or personal situations (one nomination for example praises their supervisor’s willingness to arrange “emergency impromptu meetings” at short notice).

Looking more closely at the nomination data however, reveals a richer definition of ‘availability’, in which students identify the benefits of staff creating a collegiate or communal atmosphere in which students may feel more comfortable to share concerns about their studies without necessarily requiring recourse to formal supervision or guidance:

*“[He] **always wants to help**, he sees the positive in almost all situations and he is **always available** whether by appointment or email or during Film Club, or Running Club. [He] is the heart and soul of the Politics department. He ensures it is like a family community, and that is **essential at university when at times, it can feel lonely, difficult and miserable.**”*

*“Her **door is always open** and I know she has benefited many students with pep talks and friendly words at times of distress...(for example our interviews for our first dental jobs).”*

One commonly recurring word found in both Fig 6 and 7 is ‘comfortable’. While the discussion thus far has considered general efforts of staff include and ingratiate students in their schools, there are also more specific ways in which this notion of accessibility can be interpreted. Indeed, the prevalence of the word ‘awareness’ (see Fig 7) invites us to consider the ways in which staff demonstrate a willingness to engage with the specific needs of students with a disability, or those who are parents, carers or guardians:

“I informed her of my recent diagnosis of a learning disability, to which she responded in the most positive way. Due to this, she takes the time to make sure I understand as we go through the classes’ content each week, and

subtly comes over to assist me personally if she has noticed I am struggling.”

*“As a physically disabled student also, she made the module extremely accessible for me; for example, despite not being able to physically access her office, she was **always willing to meet me elsewhere**. As a result of doing this module, I am applying for a research scholarship that will use some of the techniques I learnt in her module, and I would like to continue this into postgraduate study as well.”*

*“a friend had just become a parent and was in the final week for writing up and still had so much to do, this friend approached me and I said to them, “Just go and tell [the nominated staff member] she will sort it out or at **least point you in the right direction**” and yes, she did just that.”*

In addition, a small number of nominations demonstrate the appreciation on behalf of international students for staff who make efforts to address cultural or linguistic barriers to deeper understanding of module content:

*“...is always available and willing to assist as much as possible and is patient when explaining and teaching...He is very gentle and **understands cultural diversity** which makes it very **easy for international students to work with.**”*

*“Also as an international student, even with English being my first language, it's a bit difficult to comprehend what some lecturers & tutors want to explain to you, but he **explains everything very coherently.**”*

Explicit comments on such experiences, however, are very rare in nominations from international students. Again, it is impossible to say whether this is a result of a general satisfaction on the part of nominating students or a sense that such qualities are inappropriate to mention in nominations. This, in turn, raises broader questions as to what extent the teaching approaches and concepts identified herein resonate with the values of the broader international student body, and what more can be done to identify and explore their conceptions of teaching excellence.

Recommendations

In response to these findings, NUSU has already made the following changes to the 2017/18 TEAs nominations process:

- Amended the category descriptions to further encourage critical reflection on the part of the student.
- Removed such leading terms such as “going above and beyond” from the category descriptions, acknowledging their potential to encourage unreasonable student expectations of staff availability.
- Introduced two new categories for the 2017/18 TEAs: **Outstanding Contribution to Student Employability** and **Outstanding Contribution to Equality and Diversity in Teaching** (see Appendix).
- Promoted the findings of this Report via a student-oriented video, disseminated via NUSU’s social media channels.

In addition, the Report has identified a number of areas for further consideration:

- Consider additional strategies to increase participation and critical reflection of international students, such as promoting the TEAs through student societies and with the assistance of the International Part-Time Officer, and cross reference future TEAs nomination data with the results of the International Student Barometer.
- Explore future strategies for expanding and deepening the conversation between NUSU and Newcastle University staff regarding teaching excellence by presenting the Report at FLTSEC, SSCs, the annual LTDS Conference and staff meetings.

Any staff or students who wish to contribute to the achievement of the above aims are welcome to contact any of the following NUSU staff with suggestions:

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Outstanding Contribution to Student Employability

This award recognises any member of teaching or support staff who has made an exceptional effort to help you enhance your employability or achieve your career goals while at University. This may take the form of: providing excellent careers advice or guidance; assisting you in gaining a placement or work experience position; helping you to secure a job or study place upon graduation; or organising events with employers or alumni.

Outstanding Contribution to Equality and Diversity in Teaching

This award recognises any member of staff who has made specific efforts to ensure that all students, regardless of their [protected characteristics](#), have equal opportunities to learn and succeed. This may take the form of: diversifying module content so that it is more representative of the student body; including students in the co-creation of the curriculum; developing alternative assessment methods which test a wider range of skills than more traditional approaches; researching the attainment gaps within their school or institute and taking specific measures to tackle them; or simply nurturing a welcoming and supportive learning environment.

NUSU's TEAs Report 2017 Promotional Video is available at

<https://www.youtube.com/watch?v=7CTwL-PVKsY>

ⁱ Notable exceptions to this include the uses of narrative and humour as teaching strategies, which were cited in the 2016 Report but did not feature prominently in the 2016/2017 nomination data. As the 2016 TEAs Report did not approach the nomination data quantitatively however it is impossible to say whether the data itself points towards these approaches being valued less or more over time. By contrast, use of online or virtual teaching tools featured more heavily in the 2016/2017 nomination data, but again there is insufficient evidence on which to attribute this to either increased supply on behalf the University or increased demand on behalf of students.

ⁱⁱ This is the relative frequency per million – i.e. the number of times the term is expected to occur every 1,000,000 words. This will be used to compare the main corpus with corpuses for the Teaching and Support groups.

ⁱⁱⁱ See: Craik and Tulving (1975); Marton and Saljo (1984); Ramsden (1992); Prosser and Millar (1989); Trigwell (1991).

^{iv} NUSU's aforementioned TEAs promotional video, for example, has emphasised this particular finding, and we have adjusted the instructions for the 2017/18 TEAs nominations to encourage students to reflect on their own learning processes.

^v See: Biggs and Tang (2011).

^{vi} Nevertheless, NUSU is currently working closely with the University's Learning & Teaching Development Service to ensure student participation in the ongoing consultations regarding electronic submission and assessment.

^{vii} See: Trigwell et al. (1999); Ramsden (2007).